

## 1. Daily and Visual Schedules

**Intent:** A Daily Schedule is posted that reflects the current outline of the day. Parents, visitors, students, staff and children should always be aware of, and have access to, how the day is scheduled. Being aware of how the day is planned allows for consistency, self-regulation and minimizes negative behaviours. The Visual and Daily Schedules should be accurate and allow for flexibility. Regular use of the Visual Schedule with the children promotes independence and positive transitions.

**Inspiring Pedagogy:** "A safe environment that offers consistency and continuity as well as graduated support for children’s growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (How Does Learning Happen? Ontario’s Pedagogy for the Early Years (HDLH), pg. 30)

**Reflective Questions:** What considerations have been made to ensure the Visual Schedule is developmentally-appropriate and easy for the children to understand? How flexible is the Daily Schedule? How does the Daily Schedule aim to meet the needs of the children and support their well-being and engagement? How does the Visual Schedule encourage the child to reflect on what is happening next? How was the Visual Schedule used today to support children through transitions?

**Daily Schedule:** A written schedule that lists when activities and events will occur during the day and is posted in a place accessible to parents and staff.

**Visual Schedule:** Real photos showing when activities and events will occur during the day. **Real photos depicting children using toilet/potty or being diapered are not considered appropriate.** The Visual Schedule is accessible to the children. It is acceptable to have a Visual Schedule that is not posted (for example, in a photo album or on a ring holder) as long as it is kept in an area that is accessible to the children at all times.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Daily Schedule is not posted</b> There is no Daily Schedule posted within the program space accessible to the parents and staff.</p> <p><b>Daily Schedule does not balance between structure and flexibility</b> The Daily Schedule is structured and does not allow for flexibility. The Daily Schedule is not adjusted to meet the circumstances of the day or to meet the individual needs of the children. For example, the children are engaged in play and staff stops them to start circle time.</p> <p><b>Visual Schedule is not accessible</b> The Visual Schedule is not accessible to the children or the Visual Schedule does not reflect the main routine and transitions of the day. Some of the pictures in the Visual Schedule are not real photos.</p>	<p><b>Daily Schedule is posted that indicates time is planned for:</b> The Daily Schedule covers the full hours of operation of the program and indicates that time is planned for ALL of the following activities:</p> <p><b>Outdoor play</b> <b>Indoor play</b> <b>Child and Staff initiated learning experiences</b> <b>Time to meet children’s physical needs</b></p> <p><b>Photographs in Visual Schedule include children in the program</b> Two or more children currently enrolled in the program are included in two or more photos of the Visual Schedule.</p>	<p><b>Alternate arrangements are indicated on the Daily Schedule</b> Should the children be unable to go outside due to inclement weather, the alternate gross motor location is identified on the Daily Schedule. For example, the gym, hallway or program space is used as an alternate space.</p> <p><b>Daily Schedule is seasonally adjusted</b> Evidence the Daily Schedule is changed to reflect the seasons. For example, the posted Daily Schedule is labelled with the current season.</p> <p><b>Visual Schedule is seasonally adjusted</b> The Visual Schedule is updated to reflect the current season through real photos.</p> <p><b>Daily Visual Schedule is referred to</b> The Visual Schedule is referred to with individual and/or groups of children. Staff and/or children refer to a Visual Schedule and it is used as a teaching tool for children who are learning the daily routines. For example, using the Daily Visual Schedule to support transitions, or using a pictorial schedule to support learning of toileting and/or diapering routine.</p>

## 2. Program Plan

**Intent:** The Program Plan is an information tool used to ensure parents, staff, students, and visitors are aware of the learning experiences in which the children will be engaging throughout the day. The Program Plan is developed by staff to promote the on-going learning opportunities and developmental growth for all children. Scheduled time away from the children for programming allows staff to incorporate documented observations, cues, interests and developmental goals into the Program Plan.

**Inspiring Pedagogy:** "As defined in ELECT, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children’s well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children’s learning and development, health, and well-being; and it provides direction for educators." (HDLH, pg. 15)

**Reflective Questions:** Have the recommendations from external agencies or professionals been considered when programming? How are the children’s individual goals incorporated into the learning experiences? How is the Program Plan inclusive and responsive to meet the needs of all of the children in the program?

**Program Plan:** Describes the specific learning experiences planned for children or documented by the end of the day in each curriculum area. It is different from a schedule in that it includes details of each learning experience. The Program Plan is unique to each individual centre/agency or program and reflects their curriculum model and philosophy.

The program space has a Program Plan for both indoor and outdoor experiences that is reflective of the children enrolled in each particular program.

**Posted:** The Program Plan is posted in a place that is accessible to parents in the program space or at the entrance to the program space.

**Learning areas are planned:** Refers to pre-planned learning experiences based on current observations of the children.

**Learning areas are documented:** Refers to emergent programming. For centres that use an emergent curriculum model, learning experiences must be documented by the end of each day; however learning experiences should be planned for the first day of each week. The previous week’s programming will be reviewed to ensure experiences are documented for all learning areas.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>A current Program Plan is not posted</b> There is no current Program Plan posted in a place accessible to parents.</p> <p><b>Program Plan does not cover the entire time children are in attendance</b> The Program Plan does not provide for learning experiences throughout the day.</p> <p><b>Each room does not have its own Program Plan</b> For example, there are two toddler rooms and they share one Program Plan.</p>	<p><b>The following learning areas are planned and/or documented:</b></p> <ul style="list-style-type: none"> <li><b>One sensory daily</b></li> <li><b>One art daily</b></li> <li><b>One cognitive daily</b></li> <li><b>One language and literacy daily</b></li> <li><b>One science and nature weekly</b></li> <li><b>One block weekly</b></li> <li><b>One music and movement weekly</b></li> <li><b>One pretend play weekly</b></li> </ul> <p><b>Current Program Plan includes descriptions of the learning opportunities</b> A description of the learning opportunities for each learning area being planned and/or documented needs to be reflected on the Program Plan. At least one learning experience needs to relate to the</p>	<p><b>Evidence of formal programming time given to staff</b> Meetings are held away from the supervision of children that includes the whole room team. For example, evidence can be seen in meeting minutes, posting of scheduled room meetings. Formal planning meetings occur at least once a month throughout the year.</p> <p><b>Supervisor reviews Program Plans and signs them weekly</b> Evidence that supervisor reviews the weekly Program Plans either prior to posting or the end of the week after learning experiences have been documented. Note: The person responsible for reviewing and signing the Program Plan should be someone other than the person implementing it. For example, the staff designate or the assistant supervisor.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p>learning opportunity. This can be accomplished in the following ways:</p> <ul style="list-style-type: none"> <li>list materials with a direct reference to the number and root skill within the <i>Early Learning for Every Child Today (ELECT) Continuum of Development</i> which describes the learning opportunities, for example: <i>Finding hidden object using blanket - 4.6 Object Permanence.</i></li> </ul> <p>Note: if only referencing the number, the Continuum of Development must be posted beside the Program Plan for reference.</p> <ul style="list-style-type: none"> <li>describe the learning experience and include the skill children will potentially learn by participating in the learning experience, for example: <i>Shape sorting toys - Coordination.</i></li> <li>curriculum learning outcomes. For example, Key Developmental Indicators from High Scope, Play to Learn, Montessori.</li> </ul> <p><b>Evidence that individual goals of children are incorporated into the Program Plan.</b> This can be accomplished in any of the following ways:</p> <ul style="list-style-type: none"> <li>through observation notes,</li> <li>Individual Program Plans,</li> <li>meeting minutes, or</li> <li>directly on the Program Plan.</li> </ul> <p>How this is accomplished is at the discretion of each individual centre/agency/program.</p> <p><b>External agencies/professionals attend meetings to plan appropriately for children with individual support needs</b> External professionals and/or specialists provide support and share suggestions on how staff can support the needs of individual children and/or programs.</p>	<p><b>Information is accessible to parents regarding curriculum model</b> This information may be found on the parent board or in the parent handbook.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Children who do not nap or who wake early are provided with play materials which are documented</b></p> <p>Play materials are documented on the Program Plan or through a separate posting next to the Program Plan.</p> <p>Note: Not applicable for nursery school programs. <b>(Sub-item potentially not applicable)</b></p>	

### 3. Learning Experiences

**Intent:** Staff plan developmentally-appropriate learning experiences and transitions for the children throughout the day based on individual observations, their knowledge of child development and the cues of the children. Staff use standardized developmental screens for each child to assess development and identify any red flags. The continuous learning opportunities are adaptable, promote choice and reflect the interests of the children. Staff collaborate with families and encourage them to be active participants in their child’s learning environment. Photo documentation, whether posted or found in individual portfolios, highlight the children’s interests, skills and accomplishments. Staff incorporate specialized opportunities that introduce children to diverse learning topics. All play equipment, furnishings, and learning environments are developmentally-appropriate and safe for children. The program space is organized and inviting. Materials reflecting people with disabilities/diverse cultures are placed in an inclusive manner throughout the program space. Staff adapt the environment to meet the needs and interests of the children. Staff are given paid time away from supervision duties to prepare the materials needed for the planned learning experiences and environment set-up.

**Inspiring Pedagogy:** "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgement to create contexts to support children’s learning, development, health, and well-being." (HDLH, pg.19)

**Reflective Questions:** How does the program space encourage all of the children to be engaged? How is the program space set up to encourage children to follow their own interests and skills? How are the observations of the children being used to offer experiences that extend learning? How do staff ensure all the learning experiences are inclusive and reflective of diverse communities and cultures, varying abilities, and family structures? How is the program space arranged in a manner that is inviting and encourages children to explore? How do staff regularly assess if there are any barriers to the children that would prevent them from playing freely? What strategies are used to ensure there are no barriers to supervision? How are the toys and play materials open-ended to support the children’s natural curiosity and discovery during play? How do staff organize the layout of the program space to promote opportunities for children to master self-regulation within their play?

This indicator reflects the implementation of learning experiences from the Program Plan.

**Developmentally-appropriate:** Meets the individual physical, social, emotional and intellectual development of a child.

**Learning area:** An area in the program space that is intentionally set-up with similar play materials to support the focus. For example, the pretend play learning area includes all the required accessible materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Learning experiences offered are not developmentally-appropriate</b> Learning experiences offered are either too advanced or do not present enough challenge for the children enrolled.</p> <p><b>Learning experiences do not promote choice for children</b> Children do not have a choice of what learning experience they want to do. For example, children are only able to access books early in the morning, only one learning experience is offered at a time or children are not provided with a choice.</p>	<p><b>Standardized Developmental Screening tool is completed for all children</b> Children who are new to the program need to have one completed within four weeks of being enrolled. The screening tool is to be used appropriately according to each child’s milestones. For example, Nippissing District Developmental Screen (NDDS), Ages &amp; Stages Questionnaire (ASQ), Brigance.</p> <p><b>Evidence of opportunities to discuss developmental progress with families</b> For example, this could be demonstrated using meeting notes, signed developmental tools, sign-off page.</p>	<p><b>Activity resources accessible for families</b> Staff provide resources on developmentally-appropriate activities to families which extend the current learning opportunities. For example, printed copies of the recipe for the weekly cooking activity are made accessible to families. Evidence that resources have been emailed to parents at least every 4 months is acceptable.</p> <p><b>Portfolios regarding each child's development are accessible to families</b> Staff compile portfolios that document the child's developmental progress. For example, portfolios may include two or more of the following items:</p>

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<p><b>There is no current documentation which demonstrates that observations of children are used in the development of learning experiences</b>                      Staff do not keep a record of observations, photo documentation or storybooks. There is less than one observation per child per week documented. Documentation of observations on daily charts that relate to learning objectives can be used for programming, however, the daily information charts would need to be kept as a record to be considered as weekly observations.                      Note: For children who attend nursery school programs less than five days per week, at least two observations per month are documented. For children who attend nursery school programs daily, at least one observation is documented each week.</p> <p><b>The play environment is not arranged into learning areas that are open and accessible throughout the day.</b>                      All learning areas are not open during free play and planned program time. Learning areas do not provide space for:</p> <ul style="list-style-type: none"> <li>• Sensory/Art,</li> <li>• Language/Listening,</li> <li>• Pretend Play,</li> <li>• Construction/Block,</li> <li>• Science,</li> <li>• Cognitive/Manipulative, and</li> <li>• Quiet space.</li> </ul>	<p><b>Photo documentation of learning experiences available</b>                      Staff use photographs of children participating in activities and learning experiences to share what the child is learning during the day. Written descriptions of the learning opportunity must accompany the photograph. Photographs can be used for recall opportunities with the children. Photo documentation can be available in the program space or in the child care centre.</p> <p><b>Two or more educational play materials reflecting people with disabilities are accessible in two areas</b>                      Educational play materials may include toy wheelchairs or guide dogs, dolls with leg braces, puzzles, blocks and/or books that depict people with disabilities or using adaptive equipment. These materials need to be integrated in two learning areas. For example, two puzzles in the cognitive area and two books in the book area.</p> <p><b>Two or more educational play materials reflecting diverse people/cultures are accessible in two areas</b>                      Educational play materials may include dolls with different skin tones, ethnic foods, books, puzzles, dishes, clothes and wooden dolls reflecting diverse people. These materials need to be integrated in two learning areas. For example, two ethnic foods in the pretend play area and two wooden dolls representing diverse people in the block area.</p>	<p>developmental reviews, art work, photographs, observations, pedagogical documentation. Portfolios are accessible to families for them to look through at their leisure.</p> <p><b>Enrichment program, in addition to regular program, is included monthly</b>                      Evidence is shown that the program incorporates enrichment programming which goes above and beyond the regular program. A staff or parent within the centre can offer the enrichment program which is also extended to the other programs. For example, monthly music teacher, yoga instruction, creative movement instruction, a children's workshop.                      Note: not applicable for half-day nursery school programs.</p> <p><b>Time is scheduled daily for staff to prepare materials in advance of learning experiences</b>                      Staff have time scheduled daily to prepare materials in advance and/or to set up the program space in advance so that children are not kept waiting. For example, a daily set-up time or material prep time is provided for staff to prepare materials for up-coming learning experiences. Staff are on paid time and are not counted in ratios.</p>

## 4. Displays

**Intent:** Displays should be meaningful to the children in the program. They are inclusive and are changed regularly to reflect the recent interests and artwork created by the children. Displays, including photographs of the children engaged in learning experiences, are at the children’s eye level which promotes spontaneous interactions, logical thinking and memory recall. Displays include parent participation in the program and encourage community involvement. Displays of people with disabilities, diverse cultures and family structures should be staged in an inclusive manner throughout the program space and used as teaching tools.

**Inspiring Pedagogy:** "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child’s unique spirit, individuality, and presence are valued." (HDLH, pg. 24)

**Reflective Questions:** How do the displays strengthen and give meaning to the program? How are the displays arranged to support all the children and their families to feel a sense of belonging? How do staff ensure all the displays are inclusive and reflective of diverse communities and cultures, varying abilities, and family structures? How do the displays embrace different family structures and traditional celebrations in an authentic and meaningful manner?

**Display:** Anything posted on the walls or in digital photo frames:

- commercial displays (for example, store-bought alphabet charts),
- adult-made displays (for example, family tree with pictures of the children in the room and their families), and
- child-made displays (for example, children’s art).

**Family structures:** Two-parent families, single-parent families, LGBTQ2S families, blended families, couples, multi-generational families, grandparent-led families, alternative family forms living in one household.

**Note:** Displays should reflect the commonly spoken languages of the families and staff in the centre and are checked for accuracy before posting.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Less than two displays include cultures/races</b> Less than two displays include images of people from different races or cultures, international flags, language displays.</p> <p><b>More than half of the children’s art work is product-oriented, not process-oriented</b> More than half of the children’s art work on display in the program space is product-oriented, and focused on creating a standard product or achieving a specified outcome.</p> <p><b>Less than three displays include children’s own artwork as well as adult-made and/or commercial materials</b> The program space has less than three types of displays that include children’s artwork and adult-made/commercial materials.</p>	<p><b>Displays include children in the room participating in learning experiences</b> Two or more photos in the program space include photographs of current children participating in planned and/or documented experiences. These photos do not include the photos of the children in the Visual Schedule or the family tree displays.</p> <p><b>Two or more displays include people with disabilities</b> Displays include images of people with varying disabilities participating in everyday activities or using different types of adaptive equipment.</p> <p><b>Displays promote inclusion in daily living</b> Two or more photos in the program space include images of diverse people and people with varying disabilities participating in everyday activities.</p>	<p><b>Two or more displays are in more than one language</b> Displays in the program space include different languages.</p> <p><b>Two or more displays include family structures</b> Displays include images of two or more different types of family structures. For example, extended families, two-parent families, single-parent families, couples, multi-generational families.</p> <p><b>Displays include family involvement in activities and/or events</b> Two or more photos in the program space include two or more current families engaged in centre activities. For example, family breakfast, summer BBQ, field trips.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Displays are not:</b></p> <p><b>Reflective of children's recent activities</b>                      Less than three displays reflect children's recent activities. For example, artwork older than two months is not considered recent.</p> <p><b>Developmentally-appropriate</b>                      Displays do not include pictures that are developmentally-appropriate for young children.</p> <p><b>Culturally-appropriate and free of bias</b>                      Displays are not culturally-appropriate and/or do not include posters and pictures of children and adults from around the world. Displays are not free of bias. For example, people are shown only wearing their national dress, or traditional clothes are displayed on the walls.</p> <p><b>Displays are not at child's eye level, as much as possible</b></p> <p><b>Displays are arranged in a segregated manner</b>                      Displays are not placed in an inclusive manner or not displayed throughout the environment. For example, all disability displays are grouped together.</p>		

## 5. Sensory, Science & Nature

**Intent:** Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments.

**Inspiring Pedagogy:** "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child’s natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, pg. 35)

**Reflective Questions:** How are the play materials developmentally-appropriate? Which play materials promote critical thinking? How do the play materials enhance the natural curiosity and inquiry of the children? How are STEM concepts embedded into planned and/or documented learning experiences?

**Sensory learning experiences:** Planned and/or documented learning experiences referring to one or more of the five senses (for example, taste, sight, touch, smell and hearing).

**Science and Nature equipment and materials:** For example, bottles filled with natural items, magnifying glasses, plants, coloured lenses, volcanoes, tornado bottles.

**STEM concepts:** STEM refers to Science, Technology, Engineering and Mathematics.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No materials for science and nature learning experiences</b> There are no materials available in the program space for science and nature learning experiences.</p> <p><b>No materials for sensory learning experiences</b> There are no materials available in the program space for sensory learning experiences.</p> <p><b>Sensory opportunities are not available throughout the day</b> During free play and planned programming times, sensory materials and learning experiences are not accessible to the children.</p>	<p><b>Permanent sensory equipment is accessible to children in the play environment</b> Sensory equipment is always accessible. For example water/sand table, sensory bottles, texture boards, fabric swatches, plastic grass, tactile bags. It is acceptable for sensory equipment to be closed at lunch and sleep time.</p> <p><b>Three or more developmentally-appropriate science and nature equipment and/or materials are accessible</b> For example, magnifying glasses, pinecones and magnets.</p> <p><b>Opportunities to experience natural objects and/or events</b> Staff offer opportunities that incorporate developmentally-appropriate natural objects in the program space or through learning experiences. For example, snow, plants, honeycombs, nests, shells, gourds.</p>	<p><b>Two or more planned and/or documented sensory learning experiences occur daily</b> Note: Not applicable for half-day nursery school programs. <b>(Sub-item potentially not applicable)</b></p> <p><b>Sensory learning experiences are planned and/or documented weekly to reflect different senses</b> One or more of the planned and/or documented sensory learning experiences reflects different senses. For example, texture mats taped to the floor, containers with different smells.</p> <p><b>Two or more science and nature learning experiences planned and/or documented weekly</b> Note: Not applicable for half-day nursery school programs. <b>(Sub-item potentially not applicable)</b></p> <p><b>Science and nature learning experiences planned and/or documented daily</b> Note: Not applicable for half-day nursery school programs. <b>(Sub-item potentially not applicable)</b></p>

## 6. Art

**Intent:** Creative art promotes self-expression and individuality while providing independent experiences through different mediums for children. Regular expectations within the Daily Schedule and children's interests allow for time to complete/extend the creative process. Safe art materials and equipment are always accessible to the children and are developmentally-appropriate. Materials reflecting diverse skin tones are placed in an inclusive manner. Depending on the type of extended art project, the final piece of art created by the children can be incorporated into their program space as a prop or play material.

**Inspiring Pedagogy:** "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children’s learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, pg. 42)

**Reflective Questions:** How are the materials being restocked which would allow the children to engage in self-directed art? How are the art materials accessible in a responsive and inclusive manner? How do the children have the ability to manipulate the materials as they see fit? How do the materials inspire the children to be engaged?

**Art equipment and materials:**

- painting (For example, paints, easel, paint shirts, brushes, water containers, sponges),
- drawing (For example, paper, crayons, pencil crayons, pastels, table space, stamps/stamp pads),
- cutting and pasting (For example, magazines, paper, children’s scissors, glue).

**Note:** Materials should not pose choking hazards. Children's allergies should be considered when choosing materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No equipment for art learning experiences</b> There is no equipment available in the program space for art learning experiences. For example, easel, paint brushes.</p> <p><b>No materials for art learning experiences</b> There are no materials available in the program space for art learning experiences. For example, drawing tools, glue, or paper.</p> <p><b>Art opportunities not available throughout the day</b> For example, art learning experiences only occur early in the morning when there are fewer children present</p>	<p><b>Fabric, collage, modeling materials and three or more drawing tools are accessible for independent use</b> Drawing tools, fabric, collage and modeling materials are in good condition and on open shelves so that the children can access them independently.</p> <p><b>Three or more art materials include diverse skin tones</b> There are three or more art materials available that include four or more different skin tones. For example, markers, paint, and paper.</p>	<p><b>Two or more art learning experiences planned and/or documented daily</b> Note: Not applicable for half-day nursery school programs. <b>(Sub-item potentially not applicable)</b></p> <p><b>Three or more art mediums are used in planned and/or documented learning experiences</b> For example, paint and sponges, glue and collage materials, paper and crayons. Note: Not applicable for half-day nursery school programs. <b>(Sub-item potentially not applicable)</b></p>

## 7. Language and Literacy

**Intent:** A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Linking books in a thoughtfully displayed manner in other learning areas, or the programmed experiences, provides opportunities for enriched, extended learning possibilities. Staff promote authentic opportunities for the development of language and literacy by exposing children to various materials and accessories. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development.

**Inspiring Pedagogy:** "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, pg. 42)

**Reflective Questions:** How are literacy experiences reflected throughout the program space? How do the literacy experiences connect to the cues and interests of the children? Have the books been placed in other learning areas in a meaningful way? How do staff ensure the books are inclusive and bias free? How are language and literacy opportunities being extended to families? Why should the books and book accessories be rotated in the program space? What practice is in place for replacing and repairing old or well-used books?

**Developmentally-appropriate books:** Books written at the developmental level of the children enrolled in the program.

**Book accessories:** For example, puppets, flannel boards and flannel pieces, finger puppets, stuffed animals, magnetic boards and pieces, play people.

**Language and Literacy learning experiences:** For example, labelling games, audio books, reading books, singing songs, telling stories.

**Note:** The total number of books accessible can include the required books reflecting diverse people/cultures, disabilities, different languages and real images.

**Note:** Any labelling in other languages or homemade books in dual languages should reflect the commonly spoken languages of the families and/or staff in the centre, and should be checked for accuracy.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Books are not accessible for independent use</b> Books are kept out of reach of children or for display only.</p> <p><b>Books for rotation are not available</b> Note: The rotational books can be shared within the centre.</p> <p><b>Staff do not read to children daily</b> Staff do not read to children on a daily basis, either spontaneously or planned, during large or small group times, or to individual children.</p> <p><b>Staff do not verbally label objects and actions</b> For example, if a child points to a book, the staff give the child the book without labelling the action.</p>	<p><b>Two or more developmentally- appropriate books for each child enrolled are accessible</b> Multiply the number of children enrolled in the program by two to determine the minimum number of developmentally-appropriate books that are required.</p> <p><b>Three or more books which include diverse people/ cultures are accessible</b> Three or more books that include images of children and adults from around the world are accessible to the children. The books are inclusive and bias-free.</p> <p><b>Language and literacy opportunities are integrated into one other area</b> For example, keyboards, phones, word builders, alphabet and number blocks, cash registers with play money, or letter and number stencils.</p>	<p><b>Homemade books are accessible</b> Books made by staff/children are accessible to the children and placed in the program space in a meaningful way. Homemade books are not counted as displays in the room. For example, a photo album, a collection of artwork that has been laminated and bound together, or photo documentation of an activity such as making play dough.</p> <p><b>Three or more books which include people with disabilities are accessible</b> Three or more books that include images of people with varying disabilities participating in everyday activities or using different types of adaptive equipment are accessible to the children. The books are inclusive and bias-free.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Area does not include soft seating and/or cushions for sitting</b> 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.</p> <p><b>Less than two language and literacy toys or puzzles are accessible</b> There are no language and literacy toys/puzzles accessible to the children. For example, number puzzles, word matching games, or alphabet blocks.</p> <p><b>Less than three books contain real images of people and/or objects</b> Less than three books portray real people or objects. For example, a book with images of actual food items, animals, or people.</p>	<p><b>Two or more book accessories are accessible in the room</b> Two or more book accessories are accessible in the program space for children to use in combination with books to extend their play. For example, puppets, finger puppets, flannel board with flannel pieces, masks, play characters/play people, animals, magnetic board with magnet pieces</p> <p><b>Children have exposure to different languages</b> Staff use different languages when speaking with children. For example, singing songs in different languages, speaking in different languages, dual language books or play materials are accessible.</p> <p><b>Two or more books which include people with disabilities are accessible</b> Two or more books that include images of people with varying disabilities participating in everyday activities or using different types of adaptive equipment are accessible to the children. The books are inclusive and bias-free.</p>	<p><b>Toy bins and shelves are labelled with words and pictures</b> More than half of the toy bins and shelves are labelled with words and pictures. For example, the bins on the shelves are labelled with pictures and the shelf is labelled with words.</p> <p><b>Books are incorporated into three or more other learning areas</b> Books are accessible to the children in three or more areas of the program space. For example, the science, art, and drama areas have books related to the learning areas or the focus of the areas. Books can be incorporated through placing on shelf or in the toy bins. These books are used to extend and enhance children’s learning.</p>

## 8. Music and Accessories

**Intent:** Children learn, through repeated exposure, a positive appreciation of music and movement. Music should be played in a meaningful manner that benefits the learning opportunities and experiences during the day. By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept.

**Inspiring Pedagogy:** "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children’s learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, pg. 42)

**Reflective Questions:** When music is played, how does it add meaning and purpose to the program? How are the musical instruments and accessories made accessible in a way which encourages the children to engage and explore freely?

**Music:** Music and lyrics are age-appropriate.

**Accessories:** Musical instruments, CDs/books, puppets, scarves, ribbons, shakers, microphones.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Music is not appropriate for the age group</b> Music and/or lyrics are not appropriate for the age of the children in the program space.</p> <p><b>Staff do not sing to children daily</b> Staff do not sing with children on a daily basis, whether it is with an individual child, small group or large group.</p> <p><b>Audio playlists are not available</b> Where applicable, audio playlists are not made available. This refers to MP3 players, cellular phones, tablets, other multimedia devices. <b>(Sub-item potentially not applicable)</b></p> <p><b>Musical instruments are not in good condition</b> Musical instruments are not in good condition and/or not complete. For example, instruments are broken, do not have working batteries or are missing pieces.</p> <p><b>Radio is played when children are present</b> The radio is played while children are in attendance. This is not appropriate as commentary and content cannot be controlled.</p>	<p><b>Three or more different types of music are available to be played to children</b> Three or more different types of music, including more than one artist and more than one genre are available in the program space. For example, classical, jazz, blues, children’s music, calypso.</p> <p><b>Three or more different types of musical instruments are accessible to children</b> Three or more types of musical instruments are accessible which children can use independently during free play and planned program time. For example, tambourine, piano and cymbals.</p>	<p><b>Two or more music and movement learning experiences are planned and/or documented weekly</b> Note: Not applicable for half-day nursery school programs <b>(Sub-item potentially not applicable)</b></p> <p><b>Staff sing/play songs from different cultures</b> Staff incorporate music into the environment by either singing songs or playing music from different cultures. Evidence can be seen on the Program Plan, in the selection of music available in the program space or observed during the assessment.</p> <p><b>Props are used to enhance music experiences</b> Children use props while engaging in music play. Evidence can be seen on the Program Plan or observed during the assessment. For example, finger puppets, scarves, musical instruments, streamers.</p>

## 9. Physical Play Learning Experiences

**Intent:** Active physical play learning experiences promote large muscle development, coordination skills, and support positive behaviours. Daily physical play learning experiences for children encourage a healthy lifestyle and allow children to experience their natural environment in all different weather conditions. Children are given choices of physical play learning experiences both in the morning and afternoon, whether indoor or outdoor which are planned and/or documented daily. By giving the children the opportunities to lead the experiences, they can enhance their leadership qualities and turn-taking skills.

**Inspiring Pedagogy:** "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pg. 29-30)

**Reflective Questions:** How do the learning opportunities promote large muscle movement? How do staff meaningfully engage in physical play experiences with the children? How have the planned and/or documented physical play experiences included the complexities of all children? How are opportunities being given for children to develop a higher sense of self-regulation?

**Planned and/or documented experiences:** Learning experiences that encourage large muscle movement. For example, an obstacle course, pulling wagons, bowling, crawling through tunnels, rolling balls, pushing carts.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No planned and/or documented physical play learning experiences</b> There is no current outdoor plan posted or there is no physical play learning experience indicated on the Program Plan daily.</p> <p><b>Staff are not engaged in planned and/or documented physical play learning experiences with the children</b></p> <p><b>No designated safe space for indoor physical play</b> In the event children are unable to go outside for physical play, there is no designated space available. For example, a school gym, atrium, empty room or the program space.</p>	<p><b>Physical play learning experiences are planned and/or documented for both the morning and afternoon</b> Staff plan and/or document one physical play learning experience in the morning and one in the afternoon. The physical play learning experiences can be implemented inside and/or outside.</p> <p><b>Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate</b> Learning experiences are developmentally-appropriate or are adapted so that children are able to participate.</p>	<p><b>Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon</b> Staff plan and/or document two physical play learning experiences in the morning and two physical play learning experiences in the afternoon. The physical play learning experiences can be implemented inside and/or outside.</p> <p><b>Two or more types of gross motor equipment are accessible to children in the room</b> Two or more different types of gross motor equipment are accessible within the program space during free play and planned learning experiences. For example, a tunnel for crawling through, balls, a shopping cart or baby stroller, ride on toys, stepping stones/pads.</p>

## 10. Cognitive & Manipulative and Blocks & Construction

**Intent:** Spontaneous cognitive and manipulative learning experiences occur throughout the day. Children have access to an assorted selection of cognitive and manipulative materials during the operating hours of the program. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing. Based on the children’s observed cues and interests, planned and/or documented cognitive and manipulative experiences recognize the children to be capable and competent in following their own learning paths. Through weekly planned and/or documented learning experiences, staff support the development of STEM concepts, spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Children have access to an assorted selection of block accessories and developmentally-appropriate block materials, with which they can build, create and explore concepts.

**Inspiring Pedagogy:** "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, pg. 15)

**Reflective Questions:** How do the children combine materials from different learning areas to enhance their play? How are the toys and play materials open-ended and flexible to encourage children to adapt them to meet their individual needs? How does the accessibility of the play materials encourage children to be independent?

**Cognitive materials:** Support the development of cognitive skills. For example, counting and sorting games, puzzles, cause and effect toys.

**Manipulative materials:** Support the development of fine motor skills. For example, lacing beads, sewing cards, shape sorters.

**Block and Construction materials:** Different sizes of wooden blocks, Duplo, K’nex, cardboard blocks, foam blocks, squishy blocks, home-made blocks.

**Block and Construction accessories:** Race tracks, cars, play people, farmhouse and animals.

**STEM:** STEM refers to Science, Technology, Engineering and Mathematics

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Cognitive and manipulative materials are not accessible</b> For example, puzzles, cause and effect toys, or shape sorters.</p> <p><b>Block and construction materials are not accessible</b> For example, wooden blocks, Duplo, or foam blocks.</p> <p><b>Block and construction accessories are not accessible</b> For example, cars, dinosaurs, or play people.</p> <p><b>Materials are not available for rotation</b> Note: The rotational materials can be shared within the centre.</p>	<p><b>Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible</b> For example puzzles, cause and effect toys, and shape sorters.</p> <p><b>Three or more developmentally-appropriate block and construction materials are accessible</b> For example, wooden blocks, Duplo and cardboard blocks.</p> <p><b>Three or more developmentally-appropriate block and construction accessories are accessible</b> For example, cars, play people, farmhouse and animals.</p> <p><b>Two complete toys for each child enrolled are accessible</b> For each child enrolled in the program, there are two or more complete cognitive and manipulative toys accessible. If credit has been given in another section or sub-item for a specific toy, it cannot be counted twice. For example, puzzles, nesting cups,</p>	<p><b>One planned and/or documented cause and effect learning experience offered weekly</b> For example pop-up toys, ring stackers, shape sorters, stacking cups, magnets, puzzles.</p> <p><b>One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts</b> For example sorting games, bead counters, matching games, counting activities.</p> <p><b>Block and construction materials include three or more textures</b> Three or more sets of blocks are accessible to the children that feel texturally different. For example, smooth blocks, dimpled blocks and squishy blocks.</p> <p><b>Two or more block and construction learning experiences are planned and/or documented weekly</b> Note: Not applicable for nursery school programs. <b>(Sub-item potentially not applicable)</b></p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	pegs/peg board, shape sorters, lacing shapes/beads, pop-up toys.	

## 11. Pretend Play

**Intent:** Children enhance their social interaction skills, emotional development and language extension through pretend play. Staff promote imaginative play by providing the children an area rich in materials and accessories that are in good condition. Prop boxes are used to enhance the pretend play area with accessories and materials that support three or more role-playing possibilities reflective of the Program Plan focus. Mirrors in the pretend play area allow the children to see themselves from a different perspective.

**Inspiring Pedagogy:** "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, pg. 24)

**Reflective Questions:** How can play materials be added meaningfully to enhance what is already there? How are the props and play materials reflective of an inclusive sense of belonging? How does pretend play support children to build relationships with others? How are the props and play materials open-ended? How can the props and play materials be adapted to the child's play? How does pretend play promote opportunities for children to master self-regulation within their play?

**Dramatic play accessories:** Dress up clothes, puppets, toy appliances and furniture such as a stove, table/chairs, dishes, washer/dryer, workbench.

**Kits/prop boxes:** Bins filled with materials and toys for a specific focus. For example, a “house painting” prop box may include rollers, paint brushes and smocks.

**Note:** It is not appropriate to use real medication bottles, empty cleaning products bottles, detergent bottles as pretend play props. Any container label that states "keep out of reach of children" should not be used as a prop. Children's allergies should be considered when choosing props/materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Insufficient accessories and equipment for the number of children enrolled</b> There are not enough accessories for pretend play for the number of children who want to use them.</p> <p><b>Accessories and equipment are in poor condition</b> More than 25% of accessories for pretend play are broken, missing pieces or frayed.</p> <p><b>Accessories and equipment are not developmentally-appropriate</b> Pretend play accessories are not developmentally-appropriate for the children enrolled in the program.</p>	<p><b>Pretend play area includes real items that are developmentally-appropriate</b> Two or more real items are accessible to the children in the pretend play area. For example, food containers, diapers for dolls, clothing, phones, keyboards, bags.</p> <p><b>Mirror is accessible in the pretend play area</b> A mirror at children’s eye level is accessible directly in the pretend play area. Mirrors should always be free of obstruction and in good repair.</p> <p><b>Accessories and equipment reflect cultural diversity</b> Two or more types of pretend play accessories and/or equipment reflective of diverse people and/or cultures are accessible to the children. There must be two items for each type of accessory or equipment. For example, two pieces of ethnic food and two dolls reflecting two different cultures.</p>	<p><b>Three or more accessories are culturally diverse</b> Three or more types of pretend play accessories and/or equipment reflective of diverse people and/or cultures are accessible to the children. There must be two items for each type of accessory or equipment. For example, two pieces of ethnic food, two dolls reflecting two different cultures and two pieces of cultural clothing.</p> <p><b>Child's full body-length mirror is accessible in the room</b> A child's full body length mirror is accessible within the program space that is at the child's level. Mirrors should always be free of obstruction and in good repair, and must allow the children to see their full body.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Accessories and equipment encourage three or more pretend play possibilities that reflect the Program Plan focus</b></p> <p>A pretend play focus is identified on the Program Plan. Accessories and equipment provide for three or more role playing possibilities within the pretend play focus. For example, grocery store: cashier, customer, stock person. Roles do not need to be identified on the Program Plan but need to be reflected in the materials accessible based on the Program Plan focus.</p>	

## 12. Routine Care Practices

**Intent:** The child’s interactions and/or experiences are documented as well as shared with parents/guardians, so they are aware of their child’s experiences and accomplishments throughout the day. Each child has an individual schedule that is respectful and reflective of their needs and/or the family’s requests. Staff follow the individual cues of the children, and are aware that children adapt to situations and environments in individual manners. Staff document all snacks, meals and beverages consumed throughout the entire day. This information is used as a communication tool for both other staff and parents/guardians. The exchange of information builds ongoing rapport between the staff and family.

**Inspiring Pedagogy:** "Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children’s families and the communities in which they live. It’s not a “one-size-fits-all” approach." (HDLH, pg. 18)

**Reflective Questions:** How often are the individual schedules reviewed with parents? How do staff ensure all children and families feel a sense of belonging within the program? How are families included to support the well-being of all the children within the program?

**Daily information chart:** Individual documentation which includes the following information:

- all food consumed,
- time and duration of sleep,
- information regarding interactions and/or specific experiences they were engaged in, and
- time/type of diaper changes (wet/soiled) and/or toileting (based on toilet training schedule specific to individual children).

**Note:** Daily information can be documented on a write-on/wipe-off board. The daily information chart can cover the entire week and be taken home at the end of the week. The diapering chart may be posted in the change area/washroom. In order to ensure the information is accurate, staff should document food intake and/or diapering/toileting in a timely manner.

**Individual children’s schedules:** Individual schedules must show evidence that they are based on the children’s developmental stages and cues, and must be available to the staff in the program space. The schedules should be reviewed with parents every four months, or more often as required. For children 18 months and older, it is acceptable to have a schedule by age grouping. For example, 18mths-24mths and 25mths-30mths. A schedule for a younger group of toddlers may include them starting lunch at an earlier time, whereas an older group of toddlers may be toilet training and need to have a schedule which includes more frequent washroom routines. If toddlers are transitioning to the preschool program, they may need to follow a schedule that allows them to visit that program for a longer period of time over a week.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Daily information chart is not completed for each child</b> An information chart is not completed for each child or is missing information. For example, snack is not documented or fruit eaten is not identified.</p> <p><b>Daily information chart is not reviewed with parent/guardian</b> Staff do not review the daily information charts with the parents/guardians on a daily basis.</p>	<p><b>Evidence of documentation of each child’s interactions and/or learning experiences during the day</b> There is documentation on the daily information chart or in a separate place for each child about their interactions and/or specific experiences they were engaged in during the day. Documentation of observations on daily charts that relate to learning experiences can be used for programming. However, the daily information charts would need to be kept as a record to be considered as weekly observations.</p>	<p><b>Daily information chart is available to be taken home</b> The daily information chart can be either the original or a photocopy. If a program is using a write-on/wipe-off board as a daily information chart, a photograph of the board could be taken and/or emailed to parents.</p> <p><b>Children’s individual schedules are reviewed with parent/guardian based on the child’s cues and stages of development</b> There is evidence that individual schedules are reviewed with parents every four months, or more often as required.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Children's individual schedules are not available</b> Individual schedules are not kept for each child and/or age grouping. Individual schedules should be available to the staff in the program space. They should include information that is child specific. For example, eating habits, sleep routines, toileting information, likes/dislikes, general disposition, or special care routines.</p> <p><b>Staff repeatedly do not follow children's physical cues</b> For example, during lunch a child is starting to fall asleep; the staff does not take the child and place them on their cot, or staff interrupt a child during play to complete a scheduled diaper routine.</p>	<p><b>Staff are following children's physical cues</b> For example, staff recognize when a child needs to use the washroom or when a child is tired and needs to sleep.</p>	<p><b>Children's individual schedules are followed by staff</b> Staff follow the children's individual schedules to ensure their needs are being met.</p>

## 13. Toileting and Diapering Routines

**Intent:** Staff are familiar with and follow the Regional Public Health procedures and practices all Diapering and Toileting routines. When followed correctly, staff maintain healthy and sanitary environments. All accessories and bathroom fixtures are in good condition. The Diapering and Toileting routine should be viewed as a positive learning opportunity.

**Reflective Questions:** What supports are needed to ensure staff are following the diapering and toileting routine correctly? How is the area set up in a way that allows staff to follow the diapering/toileting and hand-washing/sanitizing procedures, and glove routines correctly? How do staff engage with children to support the spontaneous learning opportunities during diapering/toileting routines?

**Picture symbol schedule:** Posted in the washroom and shows children what steps to follow when they are in the washroom, including how to use the toilet.

**Toileting and/or Diapering procedures:** Posted in the washroom or taken by staff, for example, on a portable clipboard when they are diapering/toileting children in a shared washroom.

**Toilet and Diapering supplies:** Hand soap, toilet paper, paper towels, diapers, pull ups, change table, baby powder. The top of the diaper change table is not used as storage when not in use.

**Note:** Photographs depicting children using toilet/potty or being diapered are not considered appropriate.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No change table</b></p> <p><b>Change table is not in good condition</b> For example, the change table/counter is dirty, ripped or has chipped paint.</p> <p><b>Children are not given notice of upcoming diaper change</b> For example, if a child is engaged in an activity, the child is not provided notice.</p> <p><b>Washroom is not adapted for use by all children</b> Adaptations have not been made to meet the needs of individual children. For example, there is no step stool for children who cannot reach a sink or the adult-sized toilet.</p> <p><b>Separate covered garbage is not being used for sanitary disposal of soiled diapers</b> A separate covered garbage container is not being used for soiled diapers and other supplies related to the diaper change. This applies to disposable and cloth diapers.</p>	<p><b>Current Regional Public Health toileting routine is posted</b> Regional Public Health toileting procedures are posted or taken by staff into the washroom and/or diapering area.</p> <p><b>Current Regional Public Health diapering routine is posted</b> Regional Public Health diapering procedures are posted or taken by staff into the washroom and/or diapering area.</p> <p><b>Current Regional Public Health potty routine is posted</b> Regional Public Health potty procedures are posted or taken by staff into the washroom and/or diapering area. If potties are not used, the potty procedure does not need to be posted. <b>(Sub-item potentially not applicable)</b></p> <p><b>Posted procedures for toileting/potty and diapering are followed by staff</b></p> <p><b>Washroom area includes a mirror at child’s eye level</b> A mirror is accessible and at an appropriate eye level for children in the washroom area.</p>	<p><b>Child-size sink is accessible in the washroom</b> It is acceptable to use a one-step step stool.</p> <p><b>Toileting and diapering is viewed as an opportunity to encourage self-help skills</b> Staff use the time to encourage self-help skills. For example, pulling up their pants, flushing the toilet, washing their hands.</p> <p><b>Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child’s eye level.</b> 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 while using the toilet. For example, directly in front or on the side wall. <b>Real photos depicting children using toilet/potty or being diapered are not considered appropriate.</b></p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Toileting and diapering is viewed as an opportunity to interact with children</b> Staff engage in meaningful conversations with children during toileting and diapering routines, other than when they instructor provide direction to children.</p>	

## 14. Meals and/or Snack Time

**Intent:** Meals and snack are offered at times that are developmentally-appropriate and meet the individual needs of the children. Staff extend and enhance conversations with and between the children that are authentic and meaningful, and move beyond discussions about the food being offered. Age-appropriate eating utensils, dishes and developmentally-appropriate furnishings are available in the room.

**Reflective Questions:** How are the children supported to serve food independently? How are staff engaged in on-going conversations with children during snack and/or meals? How are staff engaged with children during snack and/or meals? How are staff engaged and developing relationships with all the children during meal times? How are meals and/or snack times seen as an opportunity to instill positive attitude towards food, nutrition, and eating? How do staff ensure they are seated in the best location at the table to support all children and minimize getting up from the table? How are the developmental feeding needs of all children being met? Does each child have enough space to sit and eat comfortably? How do staff ensure there are enough developmentally appropriate utensils and dishes for all the children?

**Note:** Napkins/paper towels are used for dry foods only.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Individual children’s needs are not met during meal and/or snack times</b> For example, serving utensils are not used or a child is told they will be served last because of their behaviours.</p> <p><b>Children do not sit in small groups</b> During meals and snacks, children do not eat seated in small groups. Small group ratio is 1:5 for toddlers.</p> <p><b>No conversations and/or interactions occur during meal and/or snack times</b> Less than two conversations and/or interactions occur between children and adults during meal and/or snack times, excluding when staff instruct or provide direction to children.</p> <p><b>Food is not served on dishes or napkins</b> Food is not served on dishes or napkins/paper towels, and is placed directly on a table, trolley or shelf.</p> <p><b>Food is used as a reward or punishment</b> Food is used to reward, to acknowledge performance, to punish, or to control children’s behaviour.</p>	<p><b>Meal and/or snack times are viewed as a time for socialization and conversation</b> During meal and/or snack times, staff engage in meaningful conversations with children to extend learning. For example, teach children fine motor and self-feeding skills, or talk about the texture, temperature, and taste of different foods.</p> <p><b>Equipment required for seating is appropriate for the size, ability and developmental level of the children</b> Chairs and tables are child-sized. Where required to meet the needs of individual children, furniture has been adapted. For example, tables are wheelchair accessible, assistive devices are used where necessary.</p> <p><b>Adult seating is accessible</b> Seating can be adapted for adult use.</p> <p><b>Staff serve food while sitting with children during meal and/or snack times</b> Staff sit with children while they are serving any food. Unless the staff is supporting a child through hand over hand, staff should be seated with the children and engaged in conversation. For example, preparing some food ahead of time and serving food from the table.</p>	<p><b>Food preparation area in the room is not used for other uses</b> The food preparation area is only used for this purpose. For example, art supplies are not washed in this space, or a tray is used at the table as the designated food preparation area.</p> <p><b>Staff use meal and/or snack times as opportunities for enhanced language learning</b> For example, staff talk with children about that morning’s activities, topics of interest. Conversations are unhurried and meaningful to the children and staff.</p> <p><b>Children are encouraged to serve themselves</b> All staff provide opportunities for children to serve themselves two or more different types of food, with the exception of soups and stews. It is acceptable for staff to assist using hand-over-hand help as needed. For example, children use serving utensils to self-serve fruits or vegetables and pour their own milk from a small jug.</p>

## 15. Cots and Bedding

**Intent:** Each child has their own designated cot that is hygienically maintained. Staff provide a smooth transition from lunch to rest time. Staff show flexibility with regards to the routine of the program and the cues of the children. To prevent any accidents or injuries, staff demonstrate awareness of storing play materials and equipment safely on the top of shelves when placing cots at sleep time.

**Reflective Questions:** How do the sleep times meet the needs of the children? How is the environment set up in a manner that promotes sleeping/resting? How are the individual needs of each child being met on a regular basis?

**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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Extra bedding is not available</b> Sheets provided by the centre are not available for all the cots. Extra sheets are not available if they need to be changed.</p> <p><b>Cots in poor condition</b> Cots are visibly dirty, ripped or broken.</p> <p><b>Cot set-up interferes with the program</b> Cot set-up interferes with children engaging in activities or impedes them from accessing materials from shelves. For example, cots are set while children are still participating in free play or planned and/or documented learning experiences.</p>	<p><b>Sheets are changed once a week, or sooner if needed</b> For example, when a child wets the cot, or the sheets are visibly soiled.</p> <p><b>Cots are disinfected weekly</b></p> <p><b>Resting environment includes soft music and dimmed lighting</b> There is soft music playing in the background during the entire rest time. The lights in the program space have been turned down or dimmed and/or the curtains/blinds are closed. Staff are able to safely see what is happening in the program space.</p> <p><b>Cots are designated</b> Cots are assigned to a particular child and are clearly labelled with the child's name.</p>	<p><b>Areas above cots are free of storage</b> Areas around cots are free from hazards. For example, toys on shelves do not pose a risk of falling on a child.</p> <p><b>Cots are not used for storage</b> Cots are not used to store toys, equipment or personal items.</p>

## 16. Health & Safety and Toys & Play Equipment Washing

**Intent:** All materials, play equipment, furnishings are in good working order, clean and safe for the children and staff. The fixed features in the room, such as the floors, walls, doors and windows are also safe and in good repair. All areas of the program space including materials, play equipment, and furnishings are maintained in a hygienic condition. Staff follow Regional Public Health requirements for toy and equipment washing which supports a clean and sanitary environment for the children. Staff are able to provide resources to families to promote safe environments and healthy lifestyles. Topics may include: recall notices, information regarding car seats or choking hazards. Information can be located in a central location in the centre.

**Inspiring Pedagogy:** "A safe environment that offers consistency and continuity as well as graduated support for children’s growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, pg. 30)

**Reflective Questions:** How are safety hazards addressed? Are there any areas of the program space that have the potential to be dangerous or unsafe? How do staff ensure all toxic materials are out of reach of the children and/or securely stored? How do staff ensure the first aid kit is kept well stocked and maintained on an ongoing basis? How are the health and safety practices being followed to ensure that all children are engaged in an environment that is free of hazards? What precautions are taken into consideration to promote the well-being of each child within the program?

**Hazards:** Anything that is potentially dangerous to children. For example, worn/frayed carpet, broken chairs, unstable change table, chipping paint, uncovered electric outlets, easy access to cleaning supplies, accessible sharp utensils or medications, or disorganization that affects the safety of children such as chairs stacked too high, toys piled on shelves.

**Hygienic:** Anything done to maintain cleanliness, including washing tables before eating, and following the current Regional Public Health cleaning guidelines.

**Toys and equipment:** All toys and play materials that are accessible to the children. For example, dramatic play furniture, large blocks, indoor riding toys.

**Soiled:** Objects that are dirty or that children have sneezed on or mouthed.

**Schedule:** Toys and play equipment washing plan is available and followed as per Regional Public Health requirements. It is not acceptable to sign and date the schedule ahead of time.

**Note:** Any materials, containers or items that have the statement "Keep out of reach of children" should not be used unsupervised by the children under any circumstance.

**Note:** First aid kits should be checked and re-stocked on a regular basis to ensure supplies are replenished and not expired.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Schedule for toy washing does not meet Regional Public Health guidelines</b> For example, some categories are not documented as being washed in previous weeks.</p> <p><b>No schedule for toy washing</b></p> <p><b>Playground toys are not washed a minimum of two times a year</b> There is no evidence that playground equipment is washed a minimum of twice a year.</p> <p><b>First aid kit is not available in the room</b> There is a first aid kit available within the program space for staff to access. It should be checked and re-stocked on a regular basis to ensure supplies are</p>	<p><b>Health-related resources are accessible to families</b> Staff provide resources to families on health-related topics. For example, head lice information, illness prevention. Evidence that resources have been emailed to parents at least every four months is acceptable.</p> <p><b>Toys and play equipment washing schedule is signed and/or initialed and dated by staff</b> Staff should sign and/or initial and date the schedule after the toys, materials and play equipment have been washed.</p>	<p><b>Safety-related resources are accessible to families</b> Staff provide resources to families on safety-related topics. For example, recalled toys, developmentally-appropriate toys. Evidence that resources have been emailed to parents at least every four months is acceptable.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>replenished. If small grouping occurs, a first aid kit needs to remain in the program space.</p> <p><b>All areas are not kept in a state of good repair</b> One or more areas of the program space is/are observed in poor repair. For example, furniture, carpets, physical structure, paint chipping.</p> <p><b>All areas are not maintained in a hygienic condition</b> One or more areas of the program space is/are observed as being dirty. For example carpets, toys, shelves are visibly soiled.</p> <p><b>Play equipment, toys and materials are disorganized</b> Similar equipment, toys and materials are not grouped together and/or toys and materials are carelessly piled on shelves.</p>	<p><b>All areas are safe</b> All areas of the program space are observed as being safe. For example, there is no tripping hazard, and electric outlets are covered. Children do not have access to toxic art materials.</p> <p><b>Toys and play equipment are washed as they become soiled</b> It is acceptable to use a soiled toy bin and wash at a more appropriate time.</p> <p><b>Floor space with suitable floor coverings is available</b> There is at least one area of the floor with a soft covering. For example, mats or carpets for children to sit comfortably on the floor to play.</p> <p><b>Safe storage space available for equipment/toys and materials</b> There is space for staff to be able to store rotational toys and other play materials. The space does not pose a safety issue. For example, boxes are not stacked on top of each other.</p>	<p><b>Transitional toys used prior to meal and/or snack times are washed after each use</b> Meal and/or snack transitional toys refers to clean toys or play materials the children can use at the table once they have washed their hands prior to eating. These playing materials are then removed to be washed prior to the next meal and/or snack time. <b>(Sub-item potentially not applicable)</b></p> <p><b>Safety/health resources are accessible to families in their preferred language</b> Staff provide safety/health resources to families in their preferred language.</p>

## 17. Staff and Children’s Hand Hygiene

**Intent:** Children and staff follow and practice posted hand hygiene procedures that promote healthy living. Staff encourage children to maintain healthy hygiene habits by reinforcing hand washing. Staff role-model proper hand-washing procedures through the use of the hand-washing visual schedule. Glove usage provides barriers to potential illnesses and exposure to harmful materials. The centre supervisor monitors the staff’s hand hygiene practices to support awareness and healthy habits.

**Reflective Questions:** How do staff role-model and teach the correct routine each time hands are washed/sanitized? How does the environment support hygienic hand-washing/sanitizing practices? How do staff support the individual child’s lifelong learning of proper hand hygiene?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Current Regional Public Health hand-washing procedures are not posted</b> Hand-washing procedures are not posted by the sinks used by the children.</p> <p><b>Current Regional Public Health hand-washing procedures are not followed</b> For example, staff and/or children miss a step in the process.</p> <p><b>Sufficient supplies are not accessible to ensure hand-washing is conducted in a hygienic manner</b> There is not enough soap, paper towels, hand dryers, or hand sanitizer to ensure hand-washing can be carried out.</p>	<p><b>Current Regional Public Health hand-sanitizing procedures are posted</b> Sanitizing procedures are posted within the program space. <b>(Sub-item potentially not applicable)</b></p> <p><b>Evidence supervisor reviews hand hygiene expectations with staff</b> It is up to the individual centre/agency to determine how often the supervisor monitors hand-washing practices. There is evidence to support that it is being done. For example, staff annual sign-off and/or documentation in staff meeting minutes.</p>	<p><b>A sink is accessible in the room</b> Staff and/or children have access to a sink for hand washing directly in the program space.</p> <p><b>Child-sized sink is accessible in the room</b> Children have access to a child-sized sink directly in the program space. It is acceptable to use a one-step step stool.</p> <p><b>Real photographs are used for visual hand-washing procedure</b> All sinks used by the children include real photos outlining the proper hand-washing procedure as per Regional Public Health. The photos for the hand-washing procedure can include hands only.</p>

## 18. Transitions and Attendance Verification

**Intent:** Staff transition the children in small groups. Staff are aware of the individual children's cues while children further develop their self-regulation and self-help skills. Interactions during transitions reflect a positive learning environment. Props and visuals are used to help facilitate smooth transitions. Small group transitions ensure children are not waiting for extended periods. Transitions between activities and routines are planned so that children can safely change activities individually or in small groups with minimal waiting/rushing. Staff are aware at all times of the number and names of children that are in their care. Documentation on the Main Attendance Record must accurately reflect the location of all children in care throughout the day. It is the responsibility of the staff to ensure all arrival and departure times are accurately documented on the Main Attendance Record **in pen**. By completing written verification after all staff and child transitions, staff are able to communicate and self-check that the attendance is always accurate.

**Reflective Questions:** How have the individual child's needs and development been taken into consideration when planning the routines and transitions throughout the day? What can be improved in the routine and daily transitions to support the well-being of the children within the program? How much of the day is spent in transitions? How can the process of documenting and maintaining accurate attendance forms be improved? What supports are in place to encourage staff to communicate with one another the number of children that are in their care? What strategies are used to ensure staff are verbally communicating with each other after transitions?

**Transitions:** When children move from one learning experience to another.

**Small groups:** One staff with a group of up to five toddlers (1:5).

**Attendance Verification:** Children’s attendance is recorded on the Main Attendance Record promptly upon arrival and departure.

**Main Attendance Record:** A permanent method of recording and verifying children’s daily arrival and departure times. The Main Attendance Record is completed **in pen** or through a digital program that captures the daily arrival and departure times. The Main Attendance Record must always accompany the whole group. It must reflect the names of children who have left the program space/group for small group learning experience.

**Portable Attendance:** A record of attendance that accompanies a small group of children when they are in a different program space. For example, going to the gym.

**Note:** The portable attendance is not required during transitions and washroom routines.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff are not the recorders of the children's arrival and departure times</b> Staff do not record the children's arrival and departure times to ensure all children are always signed in and out.</p> <p><b>Children's arrival and departure times are not recorded on the Main Attendance Record</b> The Main Attendance Record does not show that all children's arrival and departure times are recorded. A review of previous attendance records shows that not all children in attendance were signed in and out of the care of the child care centre.</p>	<p><b>Arrival and departure times are completed in pen</b></p> <p><b>Transitions are conducted in a smooth and seamless manner</b> Staff consistently support children's transitions, ensuring they are carried out in a way that children are not waiting. Children are transitioned in small groups.</p> <p><b>Attendance is verbally verified after staff transitions</b> After staff transitions, staff communicate the correct number of children in attendance to each other. For example, after a staff return from a break or lunch.</p>	<p><b>Written verification of attendance after each staff change</b> After a staff change or transition, staff check the Main Attendance Record against the number of children physically in the room for accuracy. For example, staff indicate the number of children present, the time of verification and their initials when a staff starts their shift, goes on break or returns from lunch. This does not include random head counts unless it is identified as a staff change.</p> <p><b>Transition play materials are available</b> Play materials are available for children to support the transition process. Transition play materials are specifically used for transitions. For example, a basket of toys, books, or puppets.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Positive interactions do not occur between staff and children during transitions</b>                      Staff do not support and encourage children during transitions. For example, staff are observed rushing the children or not allowing the children to do things on their own in order to speed up to the process.</p> <p><b>Extended waiting during transitions</b>                      For example, children wait beyond what is developmentally appropriate.</p> <p><b>Staff do not prepare children prior to transitions</b>                      Staff do not prepare children ahead of time for upcoming transitions. For example, staff do not use songs, lights, gong, verbal cues or Visual Schedule to signal an upcoming transition.</p>	<p><b>Portable attendance travels with each group</b>                      When staff leave the program space with a small group of children, they take a portable attendance that accurately lists the names of the children in their small group.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Small groups of children who have left the room are reflected on the Main Attendance Record</b>                      The Main Attendance Record reflects the names of the children who have left the program space for small group experiences. For example, names are written on a sticky note which is placed on the Main Attendance Record, or the time the children left with the small group is recorded next to each name in pencil. When the children return, the sticky note is removed from the main attendance, or the pencil is erased.  <b>(Sub-item potentially not applicable)</b></p>	

## 19. Positive Atmosphere

**Intent:** Positive interactions and relationships between staff, colleagues, children, families and visitors lay the foundation for a strong sense of belonging. Positive interactions encourage respectful behaviours and interactions with others. Staff continually role-model appropriate social skills throughout the day. Through the support and guidance of staff who are empathetic, positive and welcoming, this nurturing environment allows children to develop their inter-personal skills and relationships with others.

**Inspiring Pedagogy:** "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging." (HDLH, pg. 36)

**Reflective Questions:** How are positive social interactions modelled for the children? How are all people who enter the program space treated with respect? How is a sense of belonging evident within the program for both children and families? How is a positive atmosphere nurtured with all children in the program space?

This indicator applies to staff’s interactions with children, co-workers and visitors within the program space.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff shout at children</b> Any staff are observed shouting at others or from across the program space at others. For example, staff shouting at children across the program space to redirect their actions, or staff are raising their voice to get an individual's attention.</p> <p><b>Staff use sarcasm, mocking or harsh words</b> Any staff are observed using sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning.</p> <p><b>Staff are repeatedly not welcoming</b> Any staff are repeatedly observed not displaying happiness when welcoming individuals into the environment. Not everyone is greeted in a friendly manner.</p> <p><b>Staff repeatedly do not model appropriate positive social behaviour</b> Any staff are repeatedly observed interacting with others in a manner that is discouraging and unsupportive. Positive social skills are not role-modeled with all individuals in the environment. For example, not speaking in a respectful manner to others or not reinforcing pro-social interactions.</p>	<p><b>Staff maintain a positive tone of voice</b> All staff are observed using a friendly tone of voice with any individual in the environment. Staff interact with others in a supportive and encouraging manner. This includes staff to staff, staff to child, and staff to parent/adult communication. For example, staff interact with others in an authentic and warm manner.</p> <p><b>Staff are patient</b> All staff are observed remaining even-tempered and composed during all situations.</p> <p><b>Staff direct positive attention to all children</b> All staff are observed speaking and interacting with children in a positive and supportive manner.</p>	<p><b>Staff model positive non-verbal communication skills</b> All staff are able to read the cues of the individuals in the room and role-model positive non-verbal communication skills. For example, mirroring and turn-taking with a toddler, attempting to press buttons on a cause and effect toy or role-modelling appropriate use of play materials with a toddler.</p> <p><b>Staff use teachable moments to further develop positive social behaviours</b> All staff are observed reinforcing positive social behaviours of the children by encouraging the children "in the moment". For example, staff role-model the hand sign for “more” during lunch, or staff use hand-over-hand to role-model how to not hurt others.</p> <p><b>Staff display empathy</b> Empathy is the ability to take another person’s perspective and understand that individual’s feelings about the situation. Empathetic staff acknowledge the experience or the message given by others. All staff acknowledge the situation by rephrasing what is said or has happened, and adjust their tone of voice and body language to reflect the emotions of the individual. For example, a staff, at the level of the child, claps and shows excitement while saying “look at you! You put your shoes on by yourself!” or a staff</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		holds and comforts a crying child and says "I know it's hard, mommy had to leave to go to work."

## 20. Supervision of Children

**Intent:** Staff are aware at all times of the location of all children in care. Staff achieve this by communicating with each other the location of the children and working together to ensure the whole program space is supervised at all times. As a team, staff are able to equitably balance interactions with the children while ensuring their safety.

**Reflective Questions:** What are the strategies in place to ensure staff are aware of all children in the program space? How do staff position themselves to be able to scan the whole environment? How do staff ensure effective supervision in the environment? How do staff openly communicate about the location of all children throughout the day?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff unaware of the number of children in the room</b>  <b>Any staff are unaware of which children are present or who has left the program space.</b></p> <p><b>Staff unaware of the location of the children</b>  <b>Any staff are unaware of what the children are doing. For example, the child hiding in the closet or standing on the table.</b></p> <p><b>Staff are repeatedly unable to balance supervision with interactions</b>                      Any staff are repeatedly observed unable to manage between supervision and interactions. For example, staff either focus on interactions with a small group of children or solely supervising and not interacting with any children.</p> <p><b>Staff repeatedly position themselves with their back to the children</b>                      Any staff are repeatedly observed to have their backs turned to the children. For example, staff position themselves where they can not see the entire program space or are busy with cleaning and/or paper work instead of supervising the program space.</p>	<p><b>Staff work as a team to position themselves so all children are supervised</b>                      All staff are observed using verbal and/or non-verbal communication with each other to supervise and interact with the children within the environment.</p> <p><b>Staff anticipate situations to support children's interactions and activities</b>                      All staff are aware of the children's behaviours and are able to anticipate situations. All staff are observed supporting the children's individual needs to ensure positive interactions and outcomes.</p> <p><b>Staff scan the room at all times</b>                      All staff are observed scanning the program space to ensure the safety of the children.</p>	<p><b>Staff communicate with each other about the location of children</b>                      All staff are observed communicating with each other regarding the number and location of the children in the room. For example, verbalizing where children are playing in the program space, such as "Michelle is in the tent."</p> <p><b>Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision</b>                      All staff are observed interacting with the children throughout the program space, monitoring the needs of the children and supervising the group. For example, while one staff is engaged in a small group experience, the other staff is moving throughout the program space monitoring and interacting with other children.</p> <p><b>Supervision is conducted in a non-disruptive manner</b>                      Head counts are completed without interrupting the children during play. Staff supervision allows the children freedom to move throughout the entire program space.</p>

## 21. Foster Children's Independence

**Intent:** Staff continuously observe the children throughout the day, adjusting their verbal and non-verbal interactions to support each child based on their cues. Children learn about natural consequences based on the choices they make. Staff support these meaningful opportunities by providing choices, whether individually or as a group, and at times that meet the needs of the children and the program. Children are given time to play and complete learning experiences, as well as being given opportunities to enhance their self-help skills.

**Inspiring Pedagogy:** "When children initiate experiences, generate ideas, plan, problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn." (HDLH, pg. 35)

**Reflective Questions:** How do staff follow the children's leads? How do the children direct their own play? How are the children supported in developing self-help skills that will support their development in the future? How can the children access the materials in which they are interested? How are the children seen as capable individuals and encouraged to follow their own interests?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff repeatedly do not provide time for children to complete tasks</b> Any staff are repeatedly observed not allowing children the time to complete tasks and learning experiences. Children are rushed through routines or are not allowed to complete learning experiences at their own pace.</p> <p><b>Staff repeatedly do not allow children to make their own decisions</b> Any staff are repeatedly observed making all decisions for the children. For example, staff decide which learning experience the child will participate in or staff do not allow a child to leave the small group activity.</p> <p><b>Staff repeatedly do not encourage developmentally-appropriate self-help skills</b> Any staff are repeatedly observed not allowing the children to try for themselves, or making the task too difficult for a child to follow. For example, staff expecting a toddler to dress themselves.</p>	<p><b>Children are provided with choices</b> All staff are observed providing appropriate choices for the children. For example, the choice of learning experiences, the sequence of tasks.</p> <p><b>Staff consistently follow the children's cues</b> All staff are observed following the children's learning cues. Staff are aware of the children's individual needs and personalities. For example, staff respond by labelling the pictures in a book when the child points to the pictures, or using different types of materials to stack and create towers.</p>	<p><b>Children are provided with choices within their interests</b> All staff are observed providing children the choice of learning experiences or tasks based on their interests.</p> <p><b>Staff respond to children's interests</b> All staff are observed responding to children's interests. Staff provide materials or opportunities to extend the children's learning and inquiry. For example, staff provide different materials on which a toddler can bang like a drum, or, staff have made different types of toy trains and vehicles for the children interested in trains.</p> <p><b>Staff create opportunities for enhancing self-help skills through play</b> All staff are observed creating opportunities to enhance the children's self-help skills through play. For example, staff provide dress-up clothes for toddlers that would enable them to practice getting dressed and undressed.</p>

## 22. Supporting the Development of Self-Esteem

**Intent:** Staff regularly strive to maintain an inclusive environment through interactions that foster self-expression and well-being. Staff continuously provide encouragement on how tasks are completed. When staff identify and describe emotions, they are giving children the language they need to not only self-identify but to identify the emotions of others. This type of expression leads to the development of empathy for others, an understanding of others’ perspectives and self-regulation. Staff interact with children in a way that fosters self-esteem. Staff use the child's name to support self-identity.

**Inspiring Pedagogy:** "Studies show that when educators modelled and helped children express feelings, recognize others’ feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, ppg. 24-25)

**Reflective Questions:** How is positive attention directed toward all the children? What strategies are used to ensure the children are made to feel proud of their effort no matter what the outcome? How is the process of the children's efforts the focus rather than the end product? How do the children have an opportunity to share their accomplishments no matter what they are? How are the children encouraged to develop a sense of belonging within the program? What opportunities are in place to promote ongoing interactions to support children with developing self-regulation skills?

**Note:** General terms of endearment such as "Buddy, Sweetie, or Honey" are discouraged.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff do not demonstrate inclusive practice</b>  <b>Any staff are observed segregating or excluding children from the group. For example, a child eating on their own due to allergies or behaviours, or children being excluded based on physical needs.</b></p> <p><b>Staff repeatedly give too many directions for a child to follow successfully</b>                      Any staff are repeatedly observed giving multi-step directions that are not developmentally-appropriate and too difficult for the child to follow.</p> <p><b>Staff repeatedly do not acknowledge children’s emotions appropriately</b>                      Any staff are repeatedly observed dismissing the children's emotions. For example, staff telling the child there's no reason to cry, or ignoring the child's joy at completing a task.</p> <p><b>Staff repeatedly do not focus encouragement on how the tasks are completed</b>                      Any staff are not observed showing support and encouragement to the children as they complete tasks.</p>	<p><b>Staff demonstrate encouragement</b>                      All staff encourage the children or show support for the children.</p> <p><b>Staff role-model how to accomplish tasks</b>                      All staff are observed showing children how to succeed at completing tasks without doing it for the children.</p> <p><b>Staff address children by their real name</b>                      All staff are observed addressing the children by their name. Staff should address children by the name identified by the parent or child.</p>	<p><b>Staff assist children to process their own emotions</b>                      All staff are observed supporting the children to understand their emotions. For example, staff comforting and acknowledging the emotions of a child who lost a toy, and discussing the different feelings of sadness and anger, or identify joy and pride when a child has completed a puzzle.</p> <p><b>Staff encourage children to identify the emotions of others</b>                      All staff are observed encouraging empathy in the children. Staff label the emotions as well as role-model support for the children. For example, staff explaining to an inquiring toddler why one of the children is crying, or explain why everyone is excited to dance to the music.</p>

## 23. Behaviour Guidance

**Intent:** Staff use developmentally-appropriate strategies to support the behaviour of the children within the program space. Staff role-model positive guidance strategies that encourage the development of self-regulation, problem solving and peer-to-peer interactions. Staff consistently use developmentally-appropriate strategies when re-directing the children. Staff are aware of the individual personalities of the children in their care and can anticipate potential situations.

**Inspiring Pedagogy:** "Traditionally, educators have found that much of their communication with children involves directing them – giving instructions, telling children what to do, and correcting their behaviour – rather than really connecting with them in a meaningful way. However, an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children’s language acquisition and their development of social skills, empathetic understanding, and ability to pay attention." (HDLH, pg. 41)

**Reflective Questions:** How are the staff equitable when dealing with the children's behaviours? How do staff ensure re-direction strategies are appropriate for the specific incident? How are the children encouraged to develop the ability to self-regulate and express themselves?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff are physically abrupt with children</b>  <b>Any staff are observed being aggressive with the children. For example, staff grabbing children, using threatening body language or pushing children.</b></p> <p><b>Staff repeatedly do not explain consequences in a calm manner</b>                      Any staff are observed repeatedly explaining consequences in an abrupt, harsh manner. Staff appear angry at the children for their behaviours. For example, staff is observed speaking to a child in an angry tone regarding grabbing a child or toys from others, or threatening consequences for a child’s actions.</p> <p><b>Staff repeatedly do not reinforce positive behaviour</b>                      Any staff are observed not reinforcing positive behaviours in the children. Any staff do not acknowledge and support the positive behaviours exhibited by the children. For example, staff are only redirecting negative behaviours and not connecting and building relationships.</p> <p><b>Staff repeatedly do not follow through with strategies</b>                      Any staff are repeatedly observed not following through with developmentally-appropriate strategies. For example, staff tells a child to stop climbing on the</p>	<p><b>Staff use appropriate behaviour guidance strategies</b>                      All staff are observed using appropriate behaviour guidance strategies. For example, when a child dumps containers of toys, staff role-model how to put the toys back into the container, or staff provide teething rings or chew toys for children who are biting.</p> <p><b>Staff use developmentally-appropriate re-direction strategies</b>                      All staff are observed using developmentally-appropriate re-direction strategies. For example, when a child is taking dolls from other children, the staff explain why they cannot take those dolls and provide an alternative doll.</p>	<p><b>Staff respond to all children involved in an incident, to resolve the issue in a calm manner</b>                      All staff are observed supporting the emotional needs of all children involved in a conflict situation. Staff address all perspectives in a calm manner in order to resolve the issue.</p> <p><b>Staff model turn taking/sharing</b>                      All staff are consistently observed role-modelling turn taking and/or sharing. Staff stay with the children while role-modelling the strategies to ensure the children understand the process and are successful.</p> <p><b>Staff adapt expectations based on the individual needs of the children</b>                      All staff are able to adapt expectations based on the individual needs and personalities of the children. For example, shortened wait times or steps for younger children, or longer wait times for the children who have a stronger ability at self-regulation.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
table, but does not stay with the child to support this strategy.		

## 24. Supporting Communication and Extending Children's Learning

**Intent:** Staff balance verbal/non-verbal interactions with children. Staff provide experiences and opportunities to assist in extending the learning with all children. Staff play and role-model positive social interactions with the children. Rich discussions, sharing of information, and learning of new concepts/perspectives is mutual and ongoing between staff and children. Active listening, asking open-ended questions, recall of past experiences and providing spontaneous resources are key components to complex play, fostering inquiry, engagement and a sense of belonging. Staff encourage the children to question, problem solve and experiment. This process of trial and error reinforces the viewpoint that children are competent and capable. Staff's awareness of each child's individual personality traits and abilities assists them with being responsive to all learning experiences.

**Inspiring Pedagogy:** "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice". Regardless of the child's age or ability, reciprocal communication exchanges (especially those that allow children to initiate conversation with others) build a sense of connection and enhance children's language skills, social conversational skills, and cognitive activity." (HDLH, pg. 41)

**Reflective Questions:** How are the children's conversations valued by staff? How is non-verbal communication from the children acknowledged by staff? How do staff engage as co-learners with the children? How are the children's individual interests acknowledged by staff? How are the children's learning cues nurtured? How are the children encouraged to express themselves within their play? How do staff engage with the children during their play?

**Non-verbal interactions:** includes facial expressions, body language, body contact, eye contact, personal space and tone of voice.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff repeatedly solve the children's problems immediately</b> Any staff are repeatedly observed solving the children problems.</p> <p><b>Staff repeatedly miss opportunities to build children's knowledge</b> Any staff are repeatedly observed ignoring opportunities to extend children's learning.</p> <p><b>Staff repeatedly do not support children to follow through with strategies</b> Any staff are repeatedly observed not simplifying the steps to successfully solve a problem or leaving a child without support to complete a task that is not based on the developmental needs of the child, For example, staff tells a group of toddlers to clean up without breaking down the individual steps required.</p>	<p><b>Staff support the children's learning</b> All staff are co-learners with the children. All staff are engaged in the children's learning experiences, encouraging new vocabulary, and suggesting ideas to extend the learning opportunity. For example, looking at a book of farm animals while playing with the farm animals.</p> <p><b>Staff extend verbal/non-verbal interactions with materials</b> All staff are observed using play materials to extend language opportunities. For example, using finger puppets during songs</p> <p><b>Staff are observed participating in play with children</b> All staff are observed actively participating in the learning experiences with children.</p>	<p><b>Staff recall past experiences to extend current learning opportunities</b> All staff are observed recalling past activities or experiences and linking them to new learning opportunities. For example, talking with the children about when the music man came to visit.</p> <p><b>Staff extend children's vocabulary</b> All staff are observed using language wherever possible to extend children's vocabulary. For example, when a child gestures to an object staff are labelling.</p>