

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>Daily Schedule is not posted There is no Daily Schedule posted within the program space accessible to the parents and staff.</p> <p>Daily Schedule does not balance between structure and flexibility 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.</p> <p>Daily Schedule does not indicate time is planned for: The Daily Schedule does not cover the full hours of operation of the program and does not indicate that time is planned for ALL of the following activities:</p> <p>Indoor play Child and Staff initiated learning experiences Time to meet children’s physical needs Outdoor play</p>	<p>Visual Schedule is accessible The Visual Schedule is accessible to the children and reflects the main routines and transitions for the complete day using real photos.</p> <p>Photographs in Visual Schedule include children in the program Two or more children currently enrolled in the program are included in two or more photos of the Visual Schedule.</p> <p>Visual Schedule is seasonally adjusted The Visual Schedule is updated to reflect the current season through real photos.</p>	<p>Daily Schedule is seasonally adjusted Evidence the Daily Schedule is changed to reflect the seasons. For example, the posted Daily Schedule is labelled with the current season.</p> <p>Daily Visual Schedule is referred to 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 the diapering routine.</p> <p>Alternate arrangements are indicated on the Daily Schedule 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>

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: How are recommendations from external agencies or professionals taken into consideration 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>Program Plan does not cover the entire time children are in attendance The Program Plan does not provide for learning experiences throughout the day.</p> <p>Each room does not have its own Program Plan For example, there are two infant rooms and they share one Program Plan.</p> <p>External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs External professionals and/or specialists do not provide support or share suggestions on how staff can support the needs of individual children and/or programs.</p> <p>A current Program Plan is not posted There is no current Program Plan posted in a place accessible to parents.</p>	<p>The following learning areas are planned and/or documented:</p> <ul style="list-style-type: none"> One language and literacy daily One sensory daily One music and movement weekly One art daily One cognitive daily One block weekly <p>Evidence that individual goals of children are incorporated into the Program Plan This can be accomplished in any of the following ways:</p> <ul style="list-style-type: none"> • through observation notes, • Individual Program Plans, • meeting minutes, or • directly on the Program Plan. <p>How this is accomplished is at the discretion of each individual centre/agency/program.</p>	<p>Evidence of formal programming time given to staff Meetings are held away from the supervision of children that includes the whole program 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>Supervisor reviews Program Plans and signs them weekly 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>Current Program Plan includes descriptions of the learning opportunities 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 learning opportunity. This can be accomplished in the following ways:</p> <ul style="list-style-type: none"> 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> <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"> 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> curriculum learning outcomes. For example, Key Developmental Indicators from High Scope, Play to Learn, Montessori. 	<p>Information is accessible to parents on curriculum model This information may be found on the parent board or in the parent handbook.</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.

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 encourage all 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 different communities and cultures, varying abilities, and family structures?

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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Learning experiences offered are not developmentally-appropriate Learning experiences offered are either too advanced or do not present enough challenge for the children enrolled.</p> <p>Learning experiences do not promote choice for children 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>There is no current documentation which demonstrates that observations of children are used in the development of learning experiences 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</p>	<p>Evidence of opportunities to discuss developmental progress with families For example, this could be demonstrated using meeting notes, signed developmental tools, sign-off page.</p> <p>Standardized Developmental Screening tool is completed for all children 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 & Stages Questionnaire (ASQ), Brigance.</p>	<p>Photo documentation of learning experiences available 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>Enrichment program, in addition to regular program, is included monthly 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 be extended to the other programs. For example, monthly music teacher, yoga instruction, creative movement instruction, a children's workshop.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>would need to be kept as a record to be considered as weekly observations.</p>		<p>Activity resources accessible for families Staff provide resources on developmentally-appropriate activities to families which extend the current learning opportunities. For example, printed copies of the lyrics for the song of the week are made accessible to families. Evidence that resources have been emailed to parents at least every 4 months is acceptable.</p> <p>Portfolios regarding each child's development are accessible to families Staff compile portfolios that document the child's developmental progress. For example, portfolios may include two or more of the following items: developmental reviews, art work, photographs, observations, pedagogical documentation. Portfolios are accessible to families for them to look through at their leisure.</p>

4. Indoor Physical Environment

Intent: All play equipment, furnishings, and learning program spaces 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 program space 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 program space set-up.

Inspiring Pedagogy: "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, pg. 20)

Reflective Question: 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?

Physical environment: The program space where children spend their time.

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Play equipment, toys and materials are disorganized Similar equipment, toys and materials are not grouped together and/or toys and materials are carelessly piled on shelves.</p> <p>The play environment is not accessible throughout the day Not all learning areas are open during free play and planned program time.</p> <p>Space is not available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings There is not a designated space for the children's outdoor clothing and personal belongings.</p> <p>Floor space with suitable floor coverings is not available There is no type of soft covering on the floor in the program space. For example, there are only hard surfaces for walking or sitting.</p> <p>Environment is not adjusted to meet the needs of children Staff do not rearrange the program space to meet the needs of the children. For example, staff do not</p>	<p>Adults remove outdoor shoes before entering the room Any individual, other than the infants, remove their outdoor shoes or use shoe coverings before entering the infant program space to maintain cleanliness in the environment. If strollers/trolleys are wheeled into the program space, the wheels must be disinfected before being wheeled into the program space, or the floors must be disinfected immediately after they are wheeled out.</p> <p>Room set up allows for supervision of children The program space set up does not interfere with the safe supervision of all children.</p> <p>Safe mirror at child's eye level in the playroom There is a shatter-proof mirror accessible within the program space environment at children’s eye level.</p> <p>Shoe coverings available for parents and staff Shoe coverings are available for parents, visitors and staff. Shoe coverings should be clean and washed on a regular basis.</p> <p>Mirror includes pull-up bar Children are able to use the pull-up bar to stand/kneel. The pull up bar needs to be within the</p>	<p>Two or more educational play materials reflecting diverse people/cultures are accessible in two areas 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 dramatic play area and two wooden dolls representing diverse people in the block area.</p> <p>Child height windows in door/walls to see out Within the program space, windows and/or doors are at child's height to allow for children to see out.</p> <p>Dressing table/bench accessible to parents Parents have access to a dressing table or bench where they can dress/undress their children. Note: This does not include the diaper change table.</p> <p>Time is scheduled daily for staff to prepare materials in advance of learning experiences 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</p>

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<p>expand the pretend play space to allow for more children to participate.</p>	<p>children's reach and not blocked by toys or baskets in order to pull themselves up. Children must be able to see themselves in the mirror when using the pull-up bar.</p> <p>Safe storage space available for equipment/toys and materials</p> <p>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>provided for staff to prepare materials for up-coming learning experiences. Staff are on paid time and are not counted in ratios.</p> <p>Two or more educational play materials reflecting people with disabilities are accessible in two areas</p> <p>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>

5. 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>More than half of the children’s art work is product oriented, not process oriented 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>Displays are not developmentally-appropriate Displays include pictures that are not developmentally- appropriate for young children.</p> <p>Less than three displays include children’s own artwork as well as adult-made and/or commercial materials The program space has less than three types of displays that include children’s artwork and adult-made/commercial materials.</p> <p>Less than two displays do not include cultures/races Less than two displays include images of people from different races or cultures, international flags, language displays.</p>	<p>Displays are: Culturally appropriate and free of bias Displays are culturally-appropriate and may include posters and pictures of children and adults from around the world. Displays are free of bias. For example, images depict different cultures in everyday attire.</p> <p>Reflective of children’s recent activities Three or more displays include children’s recent activities. For example, artwork from the past two months.</p> <p>Displays are arranged in an inclusive manner Displays are placed in an inclusive manner throughout the program space. For example, displays reflecting people with varying disabilities are posted alongside photos of the children at play, the children’s art work and pedagogical documentation.</p> <p>Two or more displays include family structures Displays include images of at least two different types of family structures. For example, extended</p>	<p>Displays promote inclusion in daily living Two or more photos in the program space include images of diverse people and people with varying disabilities participating in everyday activities.</p> <p>Two or more displays are in more than one language Displays in the program space include different languages.</p> <p>Displays include family involvement in activities and/or events 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>Displays are not at child's eye level</p>	<p>families, two parent families, single parent families, couples, multi-generational families.</p> <p>Displays include children in the room participating in learning experiences 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>Two or more displays include people with disabilities Displays include images of people with varying disabilities participating in everyday activities or using different types of adaptive equipment.</p>	

6. Art and Sensory

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 available to infants and are developmentally-appropriate. Sensory materials accessible in the program space encourage children to explore through cause and effect experimentation and observation. Continual exposure to art and sensory 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 art materials accessible in a responsive and inclusive manner? How are the materials being restocked which would allow the children to engage in self-directed art? How are the play materials developmentally-appropriate? How do the materials inspire the children to be engaged? How do the children have the ability to manipulate the materials as they see fit? How do the play materials enhance the natural curiosity and inquiry of the children?

Art equipment and materials: Art materials and equipment need to be available in the program space. For example, paper, crayons, pencil crayons, paint, brushes, glue, playdough.

Sensory equipment and materials: Sensory materials and equipment need to be accessible in the program space. For example, textured material in a bin, shredded paper, sensory boards, shaker bottles.

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

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>No equipment for art learning experiences There is no equipment available in the program space for art learning experiences. For example, easel, paint brushes.</p> <p>No materials for art learning experiences There are no materials available in the program space for art learning experiences. For example, drawing tools, glue, or paper.</p> <p>Art opportunities not available throughout the day For example, art learning experiences only occur early in the morning when there are fewer children present.</p> <p>No materials for sensory learning experiences There are no materials available in the program space for sensory learning experiences.</p>	<p>Three or more developmentally-appropriate sensory equipment and/or materials are accessible For example tactile balls, scent jars, shaker bottles.</p> <p>Three or more art materials include diverse skin tones There are three or more art materials available that include four or more different skin tones. For example, markers, paint, and paper.</p> <p>Permanent sensory equipment is accessible to children in the play environment 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>Sensory learning experiences are planned and/or documented weekly to reflect different senses 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>Two or more planned and/or documented sensory learning experiences occur daily</p> <p>Two or more art learning experiences planned and/or documented daily</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Sensory opportunities are not available throughout the day During free play and planned programming times, sensory materials and learning experiences are not accessible to the children.</p>		

7. Books, 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: For example, books written at the developmental level of the children enrolled in the program.

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

Language and Literacy learning experiences: 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>Books for rotation are not available Note: The rotational books can be shared within the centre.</p> <p>Staff do not verbally label objects and actions For example, a child points to a book, the staff responds by saying "book".</p> <p>Area does not include soft seating and/or cushions for sitting The program space does not have a separate reading area or the area does not include things such as a sofa, chairs, cushions that would make the area comfortable for children to sit.</p> <p>Books are not accessible for independent use Books are kept out of reach of children or for display only.</p>	<p>Two developmentally-appropriate books for each child enrolled are accessible 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>Two or more language and literacy toys or puzzles are accessible For example, puzzles, books, play phone, cash register.</p> <p>Three or more books which include diverse people/cultures are accessible 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>Children have exposure to different languages Staff use different languages when speaking with children. For example, singing songs in different</p>	<p>Homemade books are accessible 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>Toy bins and shelves are labelled with words and pictures 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>Three or more books which include people with disabilities are accessible Three or more books that include images of people with varying disabilities participating in everyday</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Staff do not read to children daily 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>Less than three books contain real images of people and/or objects Less than three books portray real people or objects. For example, a book with images of actual food items, animals, or people.</p>	<p>languages, speaking in different languages, dual language books or play materials are accessible.</p> <p>Two or more books which include people with disabilities are accessible 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>Language and literacy opportunities are integrated into one other area For example, keyboards, phones, alphabet and number blocks.</p>	<p>activities or using different types of adaptive equipment are accessible to the children. The books are inclusive and bias-free.</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>Music is not appropriate for the age group Music and/or lyrics are not appropriate for the age of the children in the room.</p> <p>Staff do not sing to children daily Staff do not sing with children on a daily basis, whether it is with an individual child, small group or large group.</p> <p>Audio playlists are not available Where applicable, audio playlists are not made available. This refers to MP3 players, cellular phones, tablets, other multimedia devices. (Sub-item potentially not applicable)</p> <p>Musical instruments are not in good condition 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>Radio is played when children are present The radio is played while children are in attendance. This is not appropriate as commentary and content cannot be controlled.</p>	<p>Three or more different types of music are available to be played to children 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>Three or more different types of musical instruments are accessible to children 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>Two or more music and movement learning experiences are planned and/or documented weekly Note: Not applicable for half-day nursery school programs (Sub-item potentially not applicable)</p> <p>Staff sing/play songs from different cultures 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>Props are used to enhance music experiences 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 physical play learning experiences: Learning experiences that encourage large muscle movement. For example, an obstacle course, pulling wagons, bowling, crawling through tunnels, rolling balls, pushing carts.

Note: Stroller walks are not considered physical play learning experiences.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Designated safe space for indoor physical play learning experiences is not available 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>Staff are not engaged in planned and/or documented physical play learning experiences with the children</p> <p>Less than two types of gross motor equipment are accessible to children in the room Less than two 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, push/pull toys, balls.</p>	<p>Daily planned and/or documented physical play learning experiences Staff plan and/or document daily physical play learning experiences daily. The physical play learning experiences can be implemented inside and/or outside.</p> <p>Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate Learning experiences are developmentally-appropriate or are adapted so that children are able to participate.</p>	<p>Physical play learning experiences are planned and/or documented for both the morning and afternoon Staff plan and/or document one physical play learning experiences in the morning and one in the afternoon. The physical play learning experiences can be implemented inside and/or outside.</p> <p>Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon 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>

10. Cognitive & Manipulative and Science & Nature

Intent: Spontaneous cognitive and manipulative learning experiences occur throughout the day when children have access to an assorted selection of materials and accessories. Planned and/or documented cognitive and manipulative learning experiences enable staff to guide children to more advanced learning, based on the children's observed cues and interests. Science and nature materials and experiences encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences empowers children to learn more about their environments.

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 staff ensure children are able to combine other materials 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, shape sorters, stacking cups, bead maze.

Science and Nature equipment and materials: Bottles filled with natural items, magnifying glasses, coloured lenses, tornado bottles.

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Materials are not available for rotation Note: The rotational materials can be shared within the centre.</p> <p>Cognitive and manipulative materials are not accessible For example, puzzles, cause and effect toys, or shape sorters.</p> <p>Materials are not developmentally-appropriate The cognitive/manipulative toys and/or science/nature materials accessible to the children are not considered developmentally-appropriate.</p>	<p>Three or more different types of cognitive and manipulative materials are accessible For example puzzles, cause and effect toys, and shape sorters.</p> <p>Developmentally-appropriate science and nature materials are accessible Two or more developmentally-appropriate science and nature materials are accessible to the children. For example magnifying glasses, magnets, pinecones/shells in clear jars, bugs in clear resin blocks.</p> <p>Two complete toys for each child enrolled are accessible For each child enrolled in the program, there are two or more complete cognitive and manipulative toys. 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, pegs and peg boards, shape sorters and pop-up toys.</p>	<p>One planned and/or documented cause and effect learning experience offered weekly For example pop-up toys, ring stackers, shape sorters, stacking cups, puzzles.</p> <p>Opportunities to experience natural objects Staff offer opportunities which incorporate natural objects that are developmentally-appropriate. For example, snow, honeycombs, nests, gourds, leaves, plants.</p> <p>Three or more developmentally-appropriate science and nature equipment and/or materials are accessible For example magnifying glasses, pinecones, magnets, coloured lenses, jars with shells, rocks, real feathers.</p>

11. Blocks & Construction and Pretend Play

Intent: Children have access to an assorted selection of block accessories and developmentally-appropriate block materials, with which they can build, create and explore concepts. 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. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing. 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.

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)

"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 do the children combine materials from different learning areas to enhance their play? How does the accessibility of the play materials encourage children to be independent? How do staff engage children with play materials to be added meaningfully to enhance what is already there? 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?

Block and Construction materials: Different sizes of building 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.

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

Note: It is not appropriate to use real medication bottles, empty cleaning products bottles, or 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>Pretend play accessories and equipment are in poor condition More than 25% of accessories for pretend play are broken, missing pieces or frayed.</p> <p>Pretend play accessories and equipment are not developmentally-appropriate Pretend play accessories are not developmentally-appropriate for the children enrolled in the program.</p> <p>Block and construction materials are not accessible For example, wooden blocks, Duplo, foam blocks.</p> <p>Block and construction accessories are not accessible For example, cars, dinosaurs, play people.</p>	<p>Accessories and equipment reflect cultural diversity 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>Three or more developmentally-appropriate block and construction materials are accessible For example, wooden blocks, Duplo and cardboard blocks.</p> <p>Three or more developmentally-appropriate block and construction accessories are accessible For example, cars, play people, farmhouse and animals in the block area.</p>	<p>Block and construction materials include three or more textures 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>Accessories and equipment encourage three or more pretend play possibilities that reflect the Program Plan focus 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, taking care of babies: diapers, dolls, play dishes, highchair. 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>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Insufficient accessories and equipment for the number of children enrolled There are not enough pretend play accessories for the number of children who want to use them.</p>	<p>Pretend play area includes real items that are developmentally-appropriate 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>Three or more accessories are culturally diverse 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>

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: It is expected that there is an individual schedule for each child to ensure individual needs are being met. 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 two months, or more often as required.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>A daily information chart is not completed for each child 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>Daily information chart is not reviewed with parent/guardians Staff do not review the daily information charts with the parents/guardians on a daily basis.</p> <p>Children's individual schedules are not available Individual schedules are not kept for each child. 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,</p>	<p>Evidence of documentation for each child’s interactions and/or learning experiences during the day 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>Staff are following children's physical cues For example, a child is pointing to a bottle; staff interprets this gesture to mean they want a bottle, and provides a drink for the child.</p>	<p>Daily information chart is available to be taken home 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>Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development There is evidence that individual schedules are reviewed with parents every two months, or more often as required.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>likes/dislikes, general disposition, or special care routines.</p> <p>Staff repeatedly are not following children's physical cues For example, during lunch a child is starting to fall asleep; the staff does not take the child and place them in their cot/crib.</p>		<p>Children's individual schedules are followed by staff Staff follow the children's individual schedules to ensure their needs are being met.</p>

13. Diapering Routines

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

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

Diapering procedures: Posted in the washroom or taken by staff, on a portable clipboard when they are diapering children in a shared washroom.

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>No change table Washroom is not adapted for use by all children 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.</p> <p>Change table is not in good condition For example, the change table/counter is dirty, ripped or has chipped paint.</p> <p>Diapering is not viewed as an opportunity to interact with children Staff do not engage in meaningful conversations with infants during diapering routines.</p> <p>Separate covered garbage is not being used for sanitary disposal of soiled diapers 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>Children are given notice of upcoming diaper change For example, using verbal cues or a Visual Schedule.</p> <p>Current Regional Public Health potty routine is posted 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. (Sub-item potentially not applicable)</p> <p>Washroom area includes a mirror at child’s eye level A mirror is accessible and at an appropriate eye level for children in the washroom area.</p> <p>Current Regional Public Health diapering routine is posted Regional Public Health diapering procedures are posted or taken by staff into the washroom and/or diapering area.</p> <p>Posted procedures for toileting/potty and diapering are followed by staff</p>	<p>Picture symbol schedule depicting diapering routine is visually accessible at child’s eye level A visual depiction of the diapering routine is posted in the washroom at children’s eye level in a place where children can see it while being changed. For example, directly in front or on the side wall. Real photos depicting children using toilet/potty or being diapered are not considered appropriate.</p> <p>Child-size sink is accessible in the washroom It is acceptable to use a one-step step stool.</p> <p>Diapering is viewed as an opportunity to encourage self-help skills Staff use the time to encourage self-help skills. For example, holding the clean diaper or washing their hands.</p>

14. Meals and/or Snack Time

Intent: Meals and snacks 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 meals and/or snacks? How are staff engaged with children during meals and/or snacks? How are staff engaged and developing relationships with all the children during meal and/or snack times? How are meal and/or snack times seen as an opportunity to instill a 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>Food is used as a reward or punishment Food is used to reward, to acknowledge performance, to punish, or to control children’s behavior.</p> <p>Young infants' bottles are propped up when they are being fed Children who are unable to hold their bottles are not held while feeding. Bottles are propped up for children who are unable to hold their own bottles. It is acceptable for infants who are at an independent developmental level to hold their own bottle. It is expected that an adult remains close by to support and maintain interactions during this time.</p> <p>Space and equipment for minor food preparation is not located in the room For example, warming up formula, warming up food, cutting up foods into smaller portions.</p> <p>No conversations and/or interactions occur during meal and/or snack times 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>Food is always served on dishes or napkins Food is served on dishes or napkins/paper towels, and not placed directly on a table, trolley, high chair tray or shelf.</p> <p>Note: Napkins/paper towels are used for dry foods only.</p> <p>Meal and/or snack times are viewed as a time for socialization and conversation During meal and/or snack times, staff engage in meaningful conversations with children to extend learning. For example, staff teach children fine motor and self-feeding skills, or talk about the texture, temperature, and taste of different foods.</p> <p>Water and refrigeration is available in the room There is water and refrigeration available to staff directly in the program space. A large jug of water is sufficient if there is no sink/running water in the program space.</p> <p>Adult seating is accessible Seating can be adapted for adult use.</p> <p>Staff serve food while sitting with children during mealtimes Staff sit with children while they are serving any food at the table. For example, preparing some food ahead of time and serving food from the table. It is</p>	<p>Food preparation area in the room is not used for other uses 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>Staff use meal and/or snack times as opportunities for enhanced language learning Staff engage children in conversation above and beyond instructional talk. Conversations are unhurried and the meal time is calm.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Individual children's needs are not met during meal times For example, a child who falls asleep at the table is not offered their crib/cot and able to eat their meal at a later time, or staff do not let the child self-feed or use their own utensils.</p> <p>Utensils and dishes are not available to support individual feeding needs and are not adapted as required There are not enough developmentally-appropriate serving/eating utensils and dishes for all children and staff in the program space to eat at the same time. For example, staff use their hands to serve food to the children.</p> <p>Children do not sit in small groups Small group ratio is one adult for every three children (1:3).</p> <p>Equipment required for seating is not appropriate for the size, ability and developmental level of the children Chairs and tables are not sized to the children. Where required to meet the needs of individual children, furniture has not been adapted. For example, tables are not wheelchair accessible, assistive devices are not used where necessary.</p>	<p>acceptable for staff to prepare food for children in high chairs at the counter and then place it on the trays.</p>	

15. Cribs and Bedding

Intent: Each child has their own designated crib or cot that is hygienically maintained. Parents provide written documentation for any infants that are not sleeping in cribs. Staff provide a smooth transition from an activity or lunch to rest time. Staff show flexibility with regards to the routine of the program and the cues of the children.

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

Cribs/cots: All children should have the opportunity to rest in a crib or on a cot.

Bedding: All cribs/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>Extra bedding is not available Sheets provided by the centre are not available for all the cribs/cots. Extra sheets are not available if they need to be changed.</p> <p>Cribs in poor condition Cribs/cots are visibly dirty, ripped or broken.</p> <p>Cribs are not designated Cribs/cots are not assigned to a particular child and are not labelled with the child's name.</p> <p>Sheets are not changed once a week, or sooner if needed Sheets are not changed at least once a week or sooner if needed. For example, when a child wets the crib or the sheet is visibly soiled.</p>	<p>Mattresses are disinfected weekly Mattresses/cribs/cots are disinfected at least once a week.</p> <p>Areas above cribs are free of storage Areas around cribs/cots are free from hazards. There are no storage bins on open shelves above the cribs/cots and there are no toys on shelves that pose the risk of falling on a child.</p> <p>Cribs are not used for storage Cribs/cots are not used to store toys, equipment or personal items at any time. It is never acceptable to use a crib for storage even when not in use by a child in the program.</p> <p>Sleeping area is monitored Staff monitor the sleeping area. There is a working monitor in the sleeping area, a staff physically supervising the space or the staff have the ability to see and hear the children without obstruction at all times.</p>	<p>Brief description of how each child goes to sleep is accessible There is a description of each child’s resting pattern. For example, child falls asleep on their back, child likes to be rocked to sleep, child wants their back rubbed.</p> <p>Resting environment includes soft music and dimmed lighting 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>

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 program space, 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 kept 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 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>Furniture is not sturdy and safe to pull up on Furniture is not stable enough for a child to hold on to or to pull themselves up.</p> <p>First aid kit is not available in the room 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 replenished. If small grouping occurs, a first aid kit needs to remain in the program space.</p> <p>All areas of the room are:</p> <p>Not maintained in a hygienic condition One or more areas of the program space is/are observed as being dirty. For example carpets, toys, or shelves are visibly soiled.</p>	<p>Toys and play equipment washing schedule is signed and/or initialed and dated by staff Staff should sign and/or initial and date the schedule after the toys, materials and play equipment have been washed.</p> <p>Health-related resources are accessible to families 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>Safety-related resources are accessible to families 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> <p>Transitional toys used prior to meal and/or snack times are washed after each use 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. (Sub-item potentially not applicable)</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Not kept in a state of good repair One or more areas of the program space is/are observed in poor repair. For example, furniture, carpets, physical structure, paint chipping.</p> <p>No schedule for toy washing</p> <p>Schedule for toy washing does not meet Regional Public Health guidelines For example, some categories are not documented as being washed in previous days.</p>	<p>All areas in the room are safe All areas of the program space are observed as being safe. For example, there is no tripping hazard, and electric outlets are covered. Please follow manufacturers' instructions when using equipment like high chairs and specialty seats.</p> <p>Toys and play equipment are washed as they become soiled It is acceptable to use a soiled toy bin and wash at a more appropriate time.</p>	<p>Safety/health resources are accessible to families in their preferred language Staff provide safety/health resources to families in their preferred language. Evidence that resources have been emailed to parents at least every four months is acceptable.</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-mode and teach the correct routine each time hands are washed/sanitized? How does the program space support hygienic hand-washing/sanitizing practices? How do staff supporting the individual child's lifelong learning of proper hand hygiene?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Insufficient supplies are accessible to ensure hand washing is conducted in a hygienic manner There is not enough soap, paper towels, hand dryers, hand sanitizer to ensure hand washing can be carried out.</p> <p>Current Regional Public Health hand-washing procedures are not posted Hand washing procedures are not posted by the sinks used by the children.</p> <p>Current Regional Public Health hand-washing procedures are not followed For example, staff and/or children miss a step in the process.</p>	<p>Current Regional Public Health hand sanitizing procedures are posted Sanitizing procedures are posted within the program space. (Sub-item potentially not applicable)</p> <p>Evidence Supervisor reviews hand-washing expectations with staff 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>A sink is accessible in the room Staff and/or children have access to a sink for hand washing directly in the program space.</p> <p>Real photographs are used for visual hand-washing procedure 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 three infants (1:3), and three staff for ten infants (3:10)

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 experiences.

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>Staff do not prepare children prior to transitions Staff do not prepare children ahead of time for upcoming transitions. For example, staff do not use songs, lights, gong or Visual Schedule to cue the transition.</p> <p>Children’s arrival and departure times are not always recorded on the main attendance record 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>Staff are not the recorders of the children's arrival and departure times Staff do not record the children's arrival and departure times to ensure all children are always signed in and out.</p>	<p>Arrival and departure times are completed in pen</p> <p>Transitions are conducted in a smooth and seamless manner 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>Portable attendance travels with each group 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. (Sub-item potentially not applicable)</p>	<p>Written verification of attendance after each group transition After each group transition, staff check the Main Attendance Record against the number of children physically in the program space for accuracy. For example, staff indicate number of children present, the time of verification and their initials when the children return from the playground or leave for a small group experience. This does not include random head counts unless it is identified as a group transition.</p> <p>Transition play materials are available 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>Extended waiting during transitions For example, children wait beyond what is developmentally appropriate.</p> <p>Positive interactions do not occur between staff and children during transitions 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>Attendance is verbally verified after staff transitions 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>Small groups of children who have left the room are reflected on the main attendance record 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.</p> <p>(Sub-item potentially not applicable)</p>	

19. Positive Atmosphere

Intent: Positive interactions and relationships between staff, colleagues, children, families and visitors lay the foundations 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 modeled 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 interactions with children, co-workers and visitors within the program space.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Staff shout at children Any staff are observed shouting at others or from across the program space at others. For example, staff are 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>Staff repeatedly do not model appropriate positive social behaviour Any staff are repeatedly observed interacting with others in a manner that is discouraging and unsupportive. Positive social skills are not role-modelled with all individuals in the program space. For example, not speaking in a respectful manner to others or not reinforcing pro-social interactions.</p> <p>Staff are repeatedly not welcoming Any staff are repeatedly observed not displaying happiness when welcoming individuals into the program space. Not everyone is greeted in a friendly manner.</p> <p>Staff are impatient Any staff are observed being impatient with any individual. For example, staff are observed rushing the individual to finish what they are doing, making unkind comments about one’s ability to complete the task in a timely manner, or interfering to complete the tasks themselves.</p>	<p>Staff direct positive attention to all children All staff are observed speaking and interacting with children in a positive and supportive manner.</p> <p>Staff maintain a positive tone of voice All staff are observed using a friendly tone of voice with any individual in the program space. Staff interact with others in a supportive and encouraging manner. This includes staff to staff, staff to child, and staff to parent/adult communication.</p>	<p>Staff model positive non-verbal communication skills 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 an infant attempting to press buttons on a cause and effect toy or role-modelling appropriate use of play materials with an infant.</p> <p>Staff display empathy 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 are walking!” or a staff holds and comforts a crying child and says “I know it’s hard, mommy had to leave to go to work.”</p> <p>Staff use teachable moments to further develop positive social behaviours 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</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		use hand-over-hand to role-model how to not hurt others.

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 program space? How do staff ensure effective supervision in the program space? How do staff openly communicate about the location of all children throughout the day?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Staff unaware of the number of children in the room Any staff are unaware of which children are present or who has left the program space.</p> <p>Staff unaware of the location of the children Any staff are unaware of what the children are doing. For example, the child hiding in the closet or standing on the table.</p> <p>Staff are repeatedly unable to balance supervision with interactions 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>Staff repeatedly position themselves with their back to the children 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>Staff anticipate situations to support children's interactions and activities All staff are aware of the children's behaviours and are able to anticipate situations. Staff are observed supporting the children's individual needs to ensure positive interactions and outcomes.</p> <p>Staff work as a team to position themselves so all children are supervised All staff are observed using verbal and/or non-verbal communication with each other to supervise and interact with the children within the program space.</p> <p>Staff scan the room at all times All staff are observed scanning the program space to ensure the safety of the children.</p>	<p>Supervision is conducted in a non-disruptive manner Head counts are completed without interrupting the children during play. Staff supervision allows the children freedom to move throughout the entire program space.</p> <p>Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision 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>Staff communicate with each other about the location of children All staff are observed communicating with each other regarding the number and location of children within the program space. For example, verbalizing where children are playing, such as "Michelle is in the tent."</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>Staff repeatedly do not encourage developmentally-appropriate self-help skills 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 not allowing an infant to self-feed.</p> <p>Staff repeatedly do not allow children to make their own decisions 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>Staff repeatedly do not provide time for children to complete tasks. 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>Children are provided with choices All staff are observed providing appropriate choices for the children. For example, the choice of learning experiences or the sequence of tasks.</p> <p>Staff consistently follow the children's cues 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>Children are provided with choices within their interests All staff are observed providing children the choice of learning experiences or tasks based on their interests.</p> <p>Staff respond to children's interests 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 an infant can bang like a drum, or role-playing talking into a phone to parents.</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, pg. 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>Staff do not demonstrate inclusive practice 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.</p> <p>Staff repeatedly give too many directions for a child to follow successfully Any staff are repeatedly observed giving multi-step directions that are not developmentally-appropriate and too difficult for the child to follow.</p> <p>Staff repeatedly do not acknowledge children's emotions appropriately 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>Staff role-model how to accomplish tasks All staff are observed showing children how to succeed at completing tasks without doing it for the children.</p> <p>Staff address children by their real name All staff are observed addressing the children by their name. Staff should address children by the name identified by the parent.</p>	<p>Staff assist children to process their own emotions All staff are observed supporting the children to understand their emotions. For example, staff comfort and acknowledge the emotions of a child who lost a toy and discuss the different feelings of sadness and anger, or identify joy and pride when a child has completed a puzzle.</p> <p>Staff encourage children to identify the emotions of others All staff are observed encouraging empathy in the children. Staff label the emotions as well role-model support for the children. For example, staff explain to an inquiring child why one of the children is crying, or explain why everyone is excited because another infant walked for the first time.</p> <p>Staff focus encouragement on how the tasks are completed All staff are observed showing support and encouragement to the children as they complete tasks and how they complete the tasks.</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>Staff are physically abrupt with children Any staff are observed being aggressive with the children. For example, staff are observed grabbing children, using threatening body language or pushing children.</p> <p>Staff repeatedly do not reinforce positive behaviour Any staff are repeatedly observed not reinforcing positive behaviours in the children. Any staff do not acknowledge or support the positive behaviours exhibited by the children. For example, staff are only redirecting negative behaviours and not connecting and building relationships.</p> <p>Staff repeatedly do not use developmentally-appropriate re-direction strategies Any staff are observed repeatedly not using developmentally appropriate re-direction strategies. For example, when a child is taking dolls from other children, staff take back the dolls or remove the child from the area without explaining why.</p>	<p>Staff use appropriate behaviour guidance strategies 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>Staff model turn taking/sharing 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>Staff adapt expectations based on the individual needs of the children 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> <p>Staff respond to all children involved in an incident, to resolve the issue in a calm manner 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>

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 on-going 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>Staff repeatedly do not build on or expand on verbal /non-verbal interactions Any staff are repeatedly observed not expanding or building on the children’s verbal/non-verbal interactions.</p> <p>Staff repeatedly solve the children’s problems immediately Any staff are repeatedly observed solving the children problems.</p> <p>Staff repeatedly miss opportunities to build children’s knowledge Any staff are repeatedly observed ignoring opportunities to extend children’s learning.</p>	<p>Staff support children to follow through with strategies All staff are observed working with children through a problem, breaking solutions into small steps and supporting the children throughout the process. For example, staff supporting a child learning eye-hand coordination with stacking rings by first assisting with hand-over-hand, to imitating the child’s actions, to providing verbal cues.</p> <p>Staff are observed participating in play with children All staff are observed actively participating in the learning experiences with children.</p> <p>Staff support the children’s learning 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>Staff extend verbal/non-verbal interactions with materials All staff are observed using play materials to extend language opportunities. For example, using finger puppets during songs, or imitating eating while playing in the pretend play area together.</p> <p>Staff extend children’s vocabulary 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>