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
Daily Schedule is not posted There is no Daily Schedule posted within the program space accessible to the parents and staff. **Visual Schedule is not accessible to the children** **Time is not planned for different learning experiences/learning periods** For example, no time is planned for outdoor play, indoor play or child and staff initiated activities and learning experiences.	**A Daily Schedule is posted that indicates time is planned for:** The Daily Schedule covers the full hours of operation of the program and indicates that time is planned for ALL of the following activities: **Outdoor play** **(Sub-item potentially not applicable)** **Indoor play** **Child and Staff initiated learning experiences** **Time to meet children's physical needs** **Visual Schedule is accessible to the children** The Visual Schedule is accessible to the children and reflects the main routines and transitions for the complete day using real photos. **Daily Schedule has balance between structure and flexibility** The Daily Schedule is flexible and can be adjusted to meet the circumstances of the day and to meet the individual needs of the children. For example, time planned for outdoor play is adjusted because the children want to stay outside longer, or washroom	**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. **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. **Visual Schedule is seasonally adjusted** The Visual Schedule is updated to reflect the current season through real photos. **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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	routines are completed as required to meet the needs of the children.	**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 learning of toileting routine.

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
A current Program Plan is not posted There is no current Program Plan posted in a place accessible to parents. **Program Plan does not cover the entire time children are in attendance** The Program Plan does not provide for learning experiences throughout the day. **Each room does not have its own Program Plan** For example, there are two preschool rooms and they share one Program Plan.	**The following learning areas are planned and/or documented:** **One sensory daily** **One art daily** **One cognitive daily** **One language and literacy daily** **Two science and nature weekly** **One block and construction weekly** **One music and movement weekly** **One dramatic weekly** **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	**Evidence of formal programming time given to staff** Meetings are held away from the supervision of children that includes the whole room team. For example, evidence can be seen in meeting minutes, posting of scheduled room meetings. Formal planning meetings occur at least once a month throughout the year. **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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	learning opportunity. This can be accomplished in the following ways: • list materials with a direct reference to the number and root skill within the *Early Learning for Every Child Today (ELECT) Continuum of Development* which describes the learning opportunities, for example: Cardboard boxes, paint, glue - 4.3 Representation. Note: if only referencing the number, the *Continuum of Development* must be posted beside the Program Plan for reference. • describe the learning experience and include the skill children will potentially learn by participating in the learning experience, for example: *Sink and Float – Problem Solving.* • curriculum learning outcomes. For example, Key Developmental Indicators from High Scope, Play to Learn, Montessori. **Evidence that individual goals of children are incorporated into the Program Plan** This can be accomplished in any of the following ways: • through observation notes, • Individual Program Plans, • meeting minutes, or • directly on the Program Plan. How this is accomplished is at the discretion of each individual centre/agency/program. **External agencies/professionals attend meetings to plan appropriately for children with individual support needs** External professionals and/or specialists provide support and share suggestions on how staff can support the needs of individual children and/or programs.	**Information is accessible to parents on curriculum model** This information may be found on the parent board or in the parent handbook.

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

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. 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 of the children to be engaged? How is the program space set-up to encourage children to follow their own interests and skills? How are the observations of the children being used to offer experiences that extend learning? How do staff ensure all the learning experiences are inclusive and reflective of diverse communities and cultures, varying abilities, and family structures?

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
Learning experiences offered do not reflect the current Program Plan For sites practicing emergent curriculum, learning experiences are not documented by the end of each day. **Learning experiences offered are not developmentally-appropriate** Learning experiences offered are either too advanced or do not present enough challenge for the children enrolled. **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.	**There is current documentation which demonstrates that observations of children are used in the development of learning experiences** Staff keep a record of observations, photo documentation or learning stories. At least one observation per child per week is documented. Note: For children who attend nursery school programs less than five days per week, at least two observations per month are documented. For children who attend nursery school programs daily, at least one observation is documented per week. **Learning experiences are adapted to meet any child's individual needs** Staff modify activities, learning experiences and routines to allow all children to participate. For example, a child is provided a larger paint brush to paint or a child is shown the steps for dressing.	**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. **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 recipe for the weekly cooking activity are made accessible to families. Evidence that resources have been emailed to parents at least every 4 months is acceptable.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	Learning experiences are based on children's interests Children are engaged in activities and experiences. This may also include adaptations made to the Program Plan based on children's interests.	**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. **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 extended to other programs. For example, monthly music teacher, yoga, creative movement instruction, a children's workshop. Note: Not applicable for half-day nursery school programs.

4. Indoor Physical Environment

Intent: All play equipment, furnishings, and learning environments are developmentally-appropriate and safe for children. The program space is organized and inviting. Materials reflecting people with disabilities/diverse cultures are placed in an inclusive manner throughout the program space. Staff adapt the 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 Questions: 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 creative art learning area includes all the required accessible materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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. **Toys are not accessible on open shelves to children** Children cannot take the toys and materials they want to play with off a shelf by themselves or shelves are closed off from the children. **Furnishings are in poor condition** For example, shelving units have chipped paint, carpeting is frayed, furniture is unstable, or seating is torn. **Room set-up does not allow for supervision of children** The program space set-up interferes with safe supervision of all children.	**The play environment is arranged into learning areas that are open and accessible throughout the day** All learning areas are open during free play and planned program time. Learning areas provide space for: • Sensory/Art, • Language/Listening, • Dramatic, • Construction/Block, • Science, • Cognitive/Manipulative, and • Quiet space. **The play environment is designed to promote participation and peer interactions** There are small areas for children to play in and large areas where three or more children can play together. There are sufficient tables and chairs. For example, a cozy corner where two children can read a book and seven chairs at a table for children interested in a group cooking experience.	**Organized storage space available** There is space for staff to be able to store rotational toys and other play materials. The space is organized and/or labelled allowing staff to easily access equipment. **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 provided for staff to prepare materials for up-coming learning experiences. Staff are on paid time and are not counted in ratios. **Environment adjusted to meet the needs of children** When needed, staff rearrange the program environment to meet the needs of the children. For example, staff expand the dramatic play space to allow for more children to participate. **Child height windows in doors/walls to see out** Within the program space, windows and/or doors are at child's height to allow for children to see out.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	The play environment is designed to promote independent use by children The program space is set up in a way that encourages children to access materials independently. **Floor space with suitable floor coverings is available** There is at least one area of the floor with a soft covering. For example, mats or carpets for children to sit comfortably on the floor to play. **Safe storage space available for equipment/toys and materials** 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. **Safe mirror at child's eye level in the playroom** There is a shatter-proof mirror accessible within the program space at the children's eye level. **Two or more educational play materials reflecting people with disabilities are accessible in two areas** 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. **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.	**Two or more educational play materials reflecting people with disabilities are accessible in at least three areas** These materials need to be integrated in three learning areas. For example, two puzzles in the cognitive area, two toy wheelchairs in the dramatic play area and two books in the book area. **Two or more educational play materials reflecting diverse people/cultures are accessible in at least three areas** These materials need to be integrated in three learning areas. For example, two ethnic foods in the dramatic play area, two puzzles reflecting diverse cultures in the cognitive area and two wooden dolls representing diverse people in the block area.

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, cultures 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
No displays posted There are no displays posted in the program space. **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. **Displays are arranged in a segregated manner** Displays are not placed in an inclusive manner or not displayed throughout the program space. For example, all disability displays are grouped together.	**At least three displays include children's own artwork as well as adult-made and/or commercial materials** The program space has at least three types of displays that include children's artwork and adult-made/commercial materials. **Displays are:** **Reflective of children's recent activities** Three or more displays include children's recent activities. For example, artwork from the past two months. **Developmentally-appropriate** Displays include pictures that are developmentally-appropriate for young children. **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	**Additional displays are placed throughout the environment** Displays extend throughout the centre. For example, the cloakroom, hallways, entrance. These displays are free of bias and are displayed in an inclusive manner. **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. **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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	example, images depict different cultures in everyday attire. **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. **Two or more displays include cultures/races** Displays include images of people from different races or cultures, international flags, language displays. **Two or more displays include family structures** Displays include images of two or more different types of family structures. For example, extended families, two parent families, single parent families, couples, multi-generational families. **As much as possible, displays are at child's eye level** For example, on furniture, in the program space, picture frames or on the wall. **Photographs of current children and/or families are displayed** Two or more photos of children currently enrolled in the program are displayed within the program space. Pictures of some children, but not necessarily all children in the program at the time of the assessment, are seen in displays.	**Displays include children in the room participating in activities and 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. **Two or more displays are in more than one language** Displays in the program space include different languages. **Children's three-dimensional creations are on display** Three-dimensional items created by children may be on display anywhere within the room.

6. Sensory, Science and Nature

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

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

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

Sensory learning experiences: Planned and/or documented learning experiences referring to one or more of the five senses (for example, taste, sight, touch, smell and hearing).
Science and Nature equipment and materials: For example, bottles filled with natural items, magnifying glasses, plants, coloured lenses, volcanoes, tornado bottles.
STEM concepts: STEM refers to Science, Technology, Engineering and Mathematics.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No materials for science and nature learning experiences There are no materials available in the program space for science and nature learning experiences. **No materials for sensory learning experiences** There are no materials available in the program space for sensory learning experiences. **No equipment for sensory learning experiences** There is no equipment available in the program space for sensory learning experiences. For example, no sensory bin and/or table.	**Three or more developmentally-appropriate science and nature equipment and/or materials are accessible** For example, magnifying glasses, pinecones and a weight scale. **Three or more developmentally-appropriate sensory equipment and materials are accessible** For example, sensory bottles, tactile bags and sand. **Sensory opportunities accessible throughout the day** During free play and planned programming times, sensory materials and learning experiences are accessible to the children. It is acceptable for sensory equipment to be closed at lunch and sleep time.	**Three or more science and/or nature learning experiences planned and/or documented weekly** Note: Not applicable for half-day nursery school programs. **(Sub-item potentially not applicable)** **One science and nature learning experience planned and/or documented daily** Note: Not applicable for half-day nursery school programs. **(Sub-item potentially not applicable)** **Opportunities to experience natural objects and/or events** Staff offer opportunities that incorporate natural objects in the program space or through learning experiences. For example, snow, plants, honeycombs, nests, shells, gourds. **Two or more planned and/or documented sensory learning experiences daily** Note: Not applicable for half-day nursery school programs. **(Sub-item potentially not applicable)**

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		Permanent sensory equipment accessible to children in the play environment Sensory equipment is always accessible to the children. For example water/sand table, sensory bottles, texture boards, fabric swatches, plastic grass. It is acceptable for sensory equipment to be closed at lunch and sleep time. **Evidence of extended science and nature projects** Science and nature learning experiences are extended over a period of time. For example, planting from seeds and observing the seedling growth, a height chart with measurements over time or a cause and effect experiment. Evidence can be seen on the Program Plan or in progress in the program space. Past experiences can be shown through photos, photo documentation, homemade books or charts.

7. Art

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

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

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

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No equipment for art learning experiences There is no equipment available in the program space for art learning experiences. For example, easel, paint brushes. **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. **Art equipment is in poor condition** More than 25% of art equipment are in poor condition. For example, easel is unstable. **Art materials are in poor condition** More than 25% of art materials are in poor condition. For example, markers are dried out, crayons are too short for children to grasp, and paper is ripped. **Children have access to toxic art materials** For example, bingo dabbers, permanent markers or any item that states "keep out of reach of children".	**A sufficient number of the following art materials are accessible:** **Painting and drawing** For example, paints, paint brushes, markers, crayons, chalk, pastels, paper. **Modelling materials** For example, playdough, modelling clay, plasticine. **Collage materials** For example, glue, glue sticks, stickers, fabric, yarn, tissue paper. **Printmaking** For example, stamps/stamp pads, stencils. **Three-dimensional materials** For example, paper towel rolls, tissue boxes, yogurt containers.	**Two or more art learning experiences planned and/or documented daily** Note: Not applicable for half-day nursery school programs. **(Sub-item potentially not applicable)** **Evidence of extended art projects** Art learning experiences are extended beyond the planned time or extended art experiences take several sessions or days to finish. For example, making paper-mâché props or the planned learning experience to paint a box evolved into making an entire community with three-dimensional materials. Evidence can be seen on the Program Plan or the final creation may be on display. Past experiences can be shown through photos, photo documentation, homemade books or charts. **Art projects are incorporated into other areas** Props created by children are used in other areas of the program space. For example, a city created out of three-dimensional materials is used in the block area, or collages of different food groups are used as

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	Three or more art materials include diverse skin tones There are three or more art materials accessible to the children that include four or more different skin tones. For example, markers, paint and paper. **Equipment for art learning experiences is accessible to children**	food flyers for the grocery store in the dramatic play area. **Three or more art mediums are used in planned and/or documented learning experiences** For example, paint and sponges, glue and collage materials, paper and crayons.

8. Books

Intent: A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. Linking books in a thoughtfully displayed manner in other learning areas, or the programmed experiences, provides opportunities for enriched, extended learning possibilities.

Inspiring Pedagogy: "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, pg. 42)

Reflective Questions: Have the books been placed in other learning areas in a meaningful way? How do staff ensure the books are inclusive and bias free? Why should the books and book accessories be rotated in the program space? What practice is in place for replacing and repairing old or well-used books?

Developmentally-appropriate books: Books written at the developmental level of the children enrolled in the program.
Book accessories: For example, puppets, flannel boards and flannel pieces, finger puppets, stuffed animals, magnetic boards and pieces, play people.

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Books are in poor condition At least 10% of books are missing pages, a front or back cover. The words and pictures are not legible. **Books are not accessible for independent use** Books are kept out of reach of children or for display only. **Less than two developmentally-appropriate books for each child enrolled** Multiply the number of children enrolled in the program by two to determine the minimum number of developmentally-appropriate books that are required. **Area does not include soft seating and/or cushions for sitting** The program space does not have a separate reading area or the reading/quiet area does not include things such as a sofa, chairs, or cushions that would make the area comfortable for children to sit.	**Books reflect three or more topics** For example, favorite story characters, insects and trucks. **Three or more books contain real images of people and/or objects** For example, a book with images of actual food items, animals, people. **Two or more books which include diverse people/cultures are accessible** Two 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. **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. **One book accessory is accessible in the book area** One book accessory is accessible in the book area for children to use in combination with books to extend their play. For example, puppets or a flannel board with flannel pieces.	**Books for rotation are available** The rotational books can be shared within the centre. **Books are incorporated into one other learning area** Books are accessible to the children in one other area of the program space. For example, the science, art or drama areas have books related to the learning area, or the focus of the area. Books can be incorporated through placing on shelf or in the toy bins. These books are used to extend and enhance children's learning. **Books are incorporated into three or more other learning areas** Books are accessible to the children in three or more areas of the program space. For example, the science, art, and drama areas have books related to the learning areas or the focus of the areas. Books can be incorporated through placing on shelf or in the toy bins. These books are used to extend and enhance children's learning. **Two or more books relate to current Program Plan** Two or more books relate to the current Program Plan focus to support and enhance the planned

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		and/or documented learning experience. These books are accessible to the children. **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. **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 activities or using different types of adaptive equipment are accessible to the children. The books are inclusive and bias-free. **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. **Two or more book accessories are accessible in the book area** Two or more book accessories are accessible in the book area for children to use in combination with books to extend their play. For example, puppets, finger puppets, flannel board with flannel pieces, masks, play people, animals, magnetic board with magnet pieces. **Two or more print materials are accessible** For example, developmentally-appropriate children's magazines, developmentally-appropriate newspaper clippings.

9. Language and Literacy

Intent: 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. By exposing the children to other literacy materials, languages and experiences, the staff support the children in making meaningful pre-reading connections.

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? How is literacy promoted in the program? How are language and literacy opportunities being extended to the families to continue skill building at home?

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

Note: Any labelling in other languages or home-made 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
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. **Writing materials are not accessible** Children are not able to independently access writing materials. Writing materials are limited to drawing tools located on the creative shelf or writing materials are incomplete. **Language and literacy toys/puzzles are not accessible** There are no language and literacy toys/puzzles accessible to the children. For example, number puzzles, word matching games, alphabet blocks.	**Three or more writing materials are accessible** Three or more types of writing materials are accessible to the children to extend learning opportunities for language and literacy. For example: pencils, erasers, rulers, paper, word boxes, dictionary, write on/wipe off board, dry erase markers, chalkboard and chalk, Etch A Sketch, magnetic boards/letters. These items are not considered part of the required creative materials. **Two or more language and literacy toys or puzzles are accessible** For example, puzzles, matching games, alphabet blocks, tracing letters, play materials with letters or numbers. **Toy bins and/or shelves are labelled with words and/or pictures** Half of the toy bins and/or shelves are labelled with words, pictures or a combination of both.	**Language and literacy opportunities are integrated into one other area** For example, keyboards, phones, word builders, alphabet and number blocks, cash registers with play money, or letter and number stencils. **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. **Two or more language and literacy learning experiences are planned and/or documented daily** Note: Not applicable for half-day nursery school programs **(Sub-item potentially not applicable)** **Children have exposure to different languages** Staff use different languages when speaking with children. For example, singing songs in different languages, speaking in different languages, dual language books or play materials are accessible.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		Staff use more than one form of communication Staff use more than just verbal communication with children. For example, sign language, gestures or PECS are used to support children's learning. **Staff provide opportunities for families to access literacy materials** For example, families can be offered books to take home, resources for local libraries, book mobiles. **Community language and literacy experiences available to the children monthly** Evidence is shown that community language and literacy experiences are incorporated into the program on a monthly basis. This may include visiting the library or the book mobile, or a parent/community volunteer visits the child care centre for story-telling, or a designated language teacher.

10. 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
Loud background music interferes with learning experiences Staff have to raise their voice or turn down the music so children can hear them. **Music is not appropriate for the age group** Music and/or lyrics are not appropriate for the age of the children in the program. **Radio is played when children are present** This is not appropriate as commentary and content cannot be controlled. **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.	**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. **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. **Musical instruments are in good condition** Musical instruments are in good condition and complete. For example, there are two cymbals for one child to use, and the electronic instruments have working batteries.	**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)** **Staff sing/play songs from different cultures** Staff incorporates 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. **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. **Audio playlists are available** Where applicable, audio playlists are made available if requested. This refers to MP3 players, cellular phones, tablets, other multimedia devices. **(Sub-item potentially not applicable)**

11. 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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No planned and/or documented physical play learning experiences There is no current outdoor plan posted or there is no physical play learning experience indicated on the Program Plan daily. **Physical play learning experiences are not offered during inclement weather** Alternate physical learning experiences/opportunities are not offered when children are unable to go outside due to inclement weather. **Indoor gross motor equipment is not available** Children do not have access to indoor gross motor equipment during indoor gross motor play.	**Children are given a choice of two or more planned and/or documented physical play learning experiences daily** **Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate** Learning experiences are developmentally-appropriate or are adapted so that children are able to participate. **Staff are engaged in planned and/or documented physical play learning experiences with the children**	**Children are given the opportunity to lead outdoor learning experiences** Children initiate outdoor and/or indoor physical play learning experiences. **Designated safe space for indoor physical play learning experiences available** In the event children are unable to go outside for physical play, a designated space is available. For example, a school gym, atrium, empty room, the program space. **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. Note: Not applicable for half-day nursery school programs **(Sub-item potentially not applicable)**

12. Blocks and Construction

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.

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

Reflective Questions: How do the children combine materials from different learning areas to enhance their play? How does the accessibility of the play materials encourage children to be independent?

Block and Construction materials: Different sizes of wooden blocks, Duplo, K'nex, cardboard blocks, foam blocks, squishy blocks, home-made blocks.
Block and Construction accessories: Race tracks, cars, play people, farmhouse and animals.
STEM concepts: STEM refers to Science, Technology, Engineering and Mathematics

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Block and construction materials are not accessible For example, wooden blocks, Lego, foam blocks. **Block and construction accessories are not accessible** For example, cars, dinosaurs, play people. **Block and construction materials are in poor condition** More than 25% of block and construction materials are in poor condition. For example, wooden blocks are splintered and chipped, cardboard blocks are damaged. **Block and construction accessories are in poor condition** More than 25% of block and construction accessories are in poor condition. For example, cars are missing wheels, people missing limbs, farmhouse has sharp edges. **Block and construction materials are incomplete** Incomplete construction materials limit the children's play experience. For example, only a few wooden blocks are accessible and not the full set.	**Three or more developmentally-appropriate block and construction materials are accessible** For example, wooden blocks, Duplo and cardboard blocks. **Three or more developmentally-appropriate block and construction accessories are accessible** For example, cars, play people, farmhouse and animals. **Children are able to combine materials from other areas** Children are able to bring materials from other learning areas to enhance their learning experience in the block and construction area.	**Block and construction materials are available for rotation** The rotational block and construction materials can be shared within the centre. **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. **Two or more block and construction learning experiences are planned and/or documented weekly** Note: Not applicable for half-day nursery school programs. **(Sub-item potentially not applicable)** **On-going project work is saved** Children are able to save ongoing project work to complete at a later time. For example, the top of a toy shelf, a special place in the program space, a tray or a bin.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Block and construction materials are incomplete Incomplete construction accessories limit the children's play experience. For example, only one wooden figure and two cars are accessible and not the full set. **Block and construction accessories are incomplete** Incomplete construction accessories limit the children's play experience. For example, only one wooden figure and two cars are accessible and not the full set.		

13. Cognitive and Manipulative

Intent: Based on the children's observed cues and interests, planned and/or documented cognitive and manipulative experiences recognize the children to be capable and competent in following their own learning paths. Children have access to an assorted selection of cognitive and manipulative materials and accessories during the operating hours of the program. Spontaneous cognitive and manipulative learning experiences occur throughout the day to support a natural play experience that enhances cognitive development.

Inspiring Pedagogy: "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centered on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg. 15)

Reflective Questions: 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? How do staff include STEM concepts into planned and/or documented learning experiences?

Cognitive materials: Support the development of cognitive skills. For example, counting and sorting games, puzzles, cause and effect toys.
Manipulative materials: Support the development of fine motor skills. For example, lacing beads, sewing cards, shape sorters.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Cognitive and manipulative materials are not accessible For example, puzzles, memory games, sequencing cards. **Cognitive and manipulative materials are in poor condition** More than 25% of cognitive and manipulative materials are in poor condition. For example, toys are chipped, have sharp edges. **Cognitive and manipulative materials are incomplete** Incomplete cognitive and manipulative materials limit the children's play experience. For example, a shape sorter is missing some of the shapes.	**Three or more different types of cognitive and manipulative materials are accessible** For example, puzzles, sequencing cards, memory game, shape sorters. **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 accessible. For example, puzzles, pegs and peg boards, sequencing cards, magnetic letters/boards, lacing shapes, gears, bead mazes, shape sorter. Note: If credit has been given in another section or sub-item for a specific toy, it cannot be counted twice. **Cognitive and manipulative materials are developmentally-appropriate** The cognitive and manipulative materials reflect the age and developmental level of the children in the program.	**Additional cognitive and manipulative materials are available for rotation** There are complete toy sets in storage for rotation. The additional cognitive and manipulative materials can be shared within the centre. **One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts** For example, measuring and counting, seriation, sand timers, number recognition. **One planned and/or documented cause and effect learning experience offered weekly** For example, marble works, lock boards, gears, self-help boards.

14. Dramatic Play

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

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

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

Dramatic play accessories: Dress up clothes, puppets, toy appliances and furniture such as a stove, table/chairs, dishes, washer/dryer, workbench.
Kits/prop boxes: Bins filled with materials and toys for a specific focus. For example, a "house painting" prop box may include rollers, paint brushes and smocks.

Note: It is not appropriate to use real medication bottles, empty cleaning products bottles, detergent bottles as dramatic 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
Insufficient accessories and equipment for the number of children enrolled There are not enough accessories for dramatic play for the number of children who want to use them. **Accessories and equipment are in poor condition** More than 25% of accessories for dramatic play are broken, missing pieces, or frayed. **Accessories and equipment are not developmentally-appropriate** Dramatic play accessories are not developmentally-appropriate for the children enrolled in the program	**Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus** A dramatic play focus is identified on the Program Plan. Accessories and equipment provide for three or more role playing possibilities within the dramatic play focus. For example, grocery store: cashier, customer, stock person. Roles do not need to be identified on the Program Plan but need to be reflected in the materials accessible based on the Program Plan focus. **Accessories and equipment reflect cultural diversity** Two or more types of dramatic 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.	**Three or more dramatic play prop boxes are available for rotation** Three or more dramatic play prop boxes are available within the centre. For example, restaurant, workshop, fire station. **Dramatic play area includes real items that are developmentally-appropriate** Three or more real items are included in the dramatic play area. For example, food containers, diapers for dolls, and clothing. **Three or more accessories are culturally diverse** Three or more types of dramatic 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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	Mirror is accessible in the dramatic play area A mirror at children's eye level is accessible directly in the dramatic play area. Mirrors should always be free of obstruction and in good repair.	**Child's full body-length mirror is accessible in the room** A child's full body length mirror is accessible within the program space that is at the child's level. Mirrors should always be free of obstruction and in good repair, and must allow the children to see their full body. **Literacy is incorporated into the dramatic play area** Materials that reflect literacy and/or numeracy other than books are incorporated into the dramatic area. For example, menus for a restaurant, flyers for a grocery store, pamphlets for the doctor's office, keyboards, phones. **Accessories are added and built upon daily** Dramatic play accessories/props are added daily to extend and enhance play and are changed when appropriate. Evidence can be seen on the Program Plan or observed during the assessment. **Children create props and accessories for dramatic play area** Children create props for dramatic play. For example, they make food flyers for the grocery store focus or adaptive equipment for the hospital focus, a washing machine for the home centre.

15. Electronic Media Usage

Intent: Guidelines are available and utilized by children and staff to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include reference to frequency of use, duration, and a sign-up sheet. Parents/guardians are aware in advance of media used in the program, and resources are available for alternative learning opportunities. Staff have a way of monitoring games brought from home or usage of Internet within the program space.

Reflective Questions: How does the use of media/technology enhance the learning opportunities? How do staff determine if the amount of screen time available to the children is developmentally-appropriate? What are the benefits for the children of using Electronic Media in the program? Is the movie or topic of interest developmentally-appropriate? How is Electronic Media used to enhance and extend spontaneous learning opportunities?

Electronic media usage: Refers to any screen time children may be accessing. For example, watching TV/movies on a television, personal devices, computers, handheld devices, game systems, tablets and laptops.

Note: Any TV/Movies need to be identified at least one day prior to being shown to the children. Alternate learning experiences planned and/or documented for TV/movies are over and above what is regularly planned and/or documented daily and weekly.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
TV/Movie watching is not documented on the Program Plan TV/movie watching is not planned and/or documented on the Program Plan or separate posting beside the Program Plan. **(Sub-item potentially not applicable)** **No planned and/or documented alternate learning experiences when TV/Movies are shown** Separate learning experiences, specifically for when TV/movies are being watched are not planned and/or documented on Program Plan or separate posting beside the Program Plan. **(Sub-item potentially not applicable)** **TV/Movie usage exceeds 45 minutes per week** **(Sub-item potentially not applicable)** **No guidelines in place for computer/electronic game usage** The guidelines are not available in the program space. **(Sub-item potentially not applicable)** **Time is not limited or allocated equitably** Children spend extended periods of time using computer/electronic games. Staff do not monitor the computer/electronic game usage. **(Sub-item potentially not applicable)**	**Information, including the name and length of the TV/Movie is documented on the Program Plan** The name, length and rating of the TV/movies that will be viewed by children is indicated on the posted Program Plan or separate posting beside the Program Plan. **(Sub-item potentially not applicable)** **Parent/guardians are notified in advance of all TV/Movie watching** Parent/guardians are given advanced noticed of a specific TV/movie and when it will potentially be shown to children. This may include posting an information sheet beside the Program Plan before the day when the TV/movies will be shown or having parents/guardians sign a consent form that lists the TV/movie that may be shown on a specific date or from time to time. **(Sub-item potentially not applicable)** **TV/Movie content is rated "Family" or "G"** **(Sub-item potentially not applicable)** **Posted guidelines are followed for computer/electronic game usage** **(Sub-item potentially not applicable)**	**Alternate activities are equally interesting to children** Alternative activities are in addition to regular planned and/or documented learning experiences on the Program Plan. Evidence can be seen on the Program Plan or separate posting beside the Program Plan. **(Sub-item potentially not applicable)** **Electronic media are used by staff and children to extend topics of interest** For example, children are interested in butterflies and staff use an electronic device to further their research. **Information is accessible to parent/guardians on effective use of media for learning** The child care centre provides information for parents regarding safe and/or effective use of media learning. This may include pamphlets, brochures, or website links. Evidence that resources have been emailed to parents at least every 4 months is acceptable.

Guidelines|Preschool

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No guidelines in place for Internet usage If the children have Internet access, Internet usage guidelines are not available in the program space and/or monitored by staff. **(Sub-item potentially not applicable)**	**Games are rated "E" for everyone** This includes games brought from home as well as Internet usage. **(Sub-item potentially not applicable)** **Evidence that parent/guardians are notified of Internet usage** This may include a paragraph in the parent manual, a list of websites visited, or information on the Program Plan or a statement on the posted guidelines. **(Sub-item potentially not applicable)**	**Three or more educational games and computer/electronic programs are available** For example, number games, word building games, and matching games. **(Sub-item potentially not applicable)**

16. Toileting and Diapering Routines

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

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

Picture symbol schedule: Posted in the washroom and shows children what steps to follow when they are in the washroom, including how to use the toilet.
Toileting and/or Diapering Procedures: Posted in the washroom or taken by staff, for example, on a portable clipboard when they are diapering/toileting children in a shared washroom.
Toilet and Diapering supplies: Hand soap, toilet paper, paper towels, diapers, pull-ups, change table, baby powder. The top of diaper change table is not used as storage when not in use.

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Current Regional Public Health toileting routine not posted Regional Public Health toileting procedures are not posted or taken by staff in the washroom and/or diapering area. **Current Regional Public Health diapering routine not posted** Regional Public Health diapering procedures are not posted or taken by staff into the washroom and/or diapering area. **(Sub-item potentially not applicable)** **Current Regional Public Health potty routine not posted** Regional Public Health potty procedures are not 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)** **No change table/mat available** **(Sub-item potentially not applicable)**	**Posted procedures for toileting/potty and diapering are followed by staff** **Change table/mat in good condition** There is a change table/mat in good condition that is maintained/stored in a sanitary manner. **(Sub-item potentially not applicable)** **Toileting and diapering is unhurried** Staff give children the time they need to complete washroom routines. **Toileting and diapering is viewed as an opportunity to interact with children** Staff engage in meaningful conversations with children during toileting and diapering routines, other than when they instruct or provide direction to children. **Toileting and diapering is viewed as an opportunity to encourage self-help skills** Staff use the time to encourage self-help skills. For example, pulling up their pants, flushing the toilet, washing their hands.	**Child-size sink is accessible in the washroom** It is acceptable to use a one-step step stool. **Centre provides additional diapering supplies when required** The centre is able to provide extra diapering supplies to children who require without borrowing from others. For example, diapers and wipes. **(Sub-item potentially not applicable)** **Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet** A visual depiction of the toileting routine is posted in the washroom at children's eye level in a place where children can see it while using the toilet. For example, directly in front or on the side wall. Real photos depicting children using toilet/potty or being diapered are not considered appropriate. **Toilets are accessible within the room** Toilets are in the program space and children are able to independently use them.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed There is not enough soap, toilet paper, paper towels, hand dryers or diapers for the number of children who need to use the washroom and/or toilets. **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. **(Sub-item potentially not applicable)** **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 or the adult-sized toilet.	**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.	

17. Meal and/or Snack Times

Intent: Meals and snack times should be viewed as positive learning experiences that promote social interactions and self-help skills. Staff encourage children to have a healthy respect for food and eating. 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.

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 meals and/or snack times seen as an opportunity to instill positive attitudes 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?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Food is used as a reward or punishment Food is used to reward, to acknowledge performance, to punish, or to control children's behaviour. **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. **Individual children's needs are not met during meal and/or snack times** For example, a child who falls asleep at the table is not offered their cot and is not able to eat their meal at a later time, or a child is told they will be served last because of their behaviours.	**Children are encouraged to eat food, but never forced** During meal and/or snack times, staff encourage children to eat but accept when children still refuse the food. **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, teach children fine motor and self-feeding skills, or talk about the texture, temperature, and taste of different foods. **Staff sit with children while serving food at the table** Staff sit with children while they are serving any food. Unless the staff is supporting a child through hand over hand, staff should be seated with the children and engaged in conversation. For example, preparing some food ahead of time and serving food from the table. **Children sit in small groups** During meal and/or snack times, children eat while seated in small groups. Small group ratios are 1:8 for preschool.	**Staff use meal and/or snack times as opportunities for enhanced language learning** Conversations are unhurried and meaningful to the children and staff. For example, staff talk with children about that morning's activities, topics of interest. **Children self-serve all foods** Children serve themselves all foods during first serving with the exception of soups and stews. It is acceptable for the staff to assist using hand-over-hand help as needed. For example, children use serving utensils to self-serve sandwiches, fruits and vegetables, and pour their own milk from a small jug. **Children assist with lunch/snack routines** Staff provide opportunities for children to help with setting the table for lunch/snacks. For example, children can put the napkins at each place setting or scrape their own dishes after eating.

18. Equipment Required for Eating and Seating

Intent: Age and developmentally-appropriate eating utensils, dishes and furnishings are available in the program space.

Reflective Questions: How are the developmental feeding needs of all children being met? Does each child have enough space to sit and eat comfortably? Does each table have 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
Insufficient eating utensils and dishes 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. **Insufficient seating for children** There are not enough chairs in the program space for all staff and children to sit down at the same time for meals and snacks. **No adult seating** Seating cannot be adapted for adult use.	**Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required** There are enough developmentally-appropriate serving/eating utensils and dishes for all children and staff in the program space to eat at the same time. Serving utensils are always used to serve food. **Food is served on dishes or napkins** Food is always served on dishes or napkins/paper towels and not placed directly on a table, trolley or shelf. Napkins/paper towels are used for dry foods only. **Seating available to meet the developmental needs of the children enrolled** Chairs and tables are child-size. Where required to meet the needs of individual children, furniture has been adapted. For example, tables are wheelchair accessible, adaptive equipment is used where necessary.	**Extra utensils and dishes are available for easy access** The extra dishes and utensils are easily available in the program space for when utensils or dishes fall on the floor or become soiled. For example, on the table or close by on a trolley. **All seating is washable, including cushioned seating** **Running water is located in the room** Staff have access to running water directly in the program space. A five gallon jug of water can be used as a substitution when running water is not accessible.

19. Cots and Bedding

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

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

Cots: All children should have the opportunity to rest on a cot.
Bedding: All cots must have a sheet provided by the centre. A blanket/sheet to cover children who want to use one may be provided either by the centre or parents.
Note: If mats are being used, the child care centre is to follow current Regional Public Health guidelines. Mats are also to be designated and hygienically maintained.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Cots are not designated Cots are not assigned to a particular child and are not designated with the child's name. **Cots are used for storage** Cots are used to store toys, equipment or personal items. **Extra bedding is not available** Sheets provided by the centre are not available for all the cots. Extra sheets are not available if they need to be changed. **Cots are in poor condition** Cots are visibly dirty, ripped or broken.	**The sleeping area has a cot designated for each child** Cots are assigned to a particular child and are clearly labelled. When mats are used and stored in bags, the bags need to be clearly labelled to ensure they are used for the same child each time. **Area around cots are hazard-free** For example, toys on shelves do not pose a risk of falling on a child, curtain cords are out of reach, cots are not propped against furniture or walls. **Sheets are changed once a week or sooner if needed** For example, when a child wets the cot or the sheet is visibly soiled. **Cots are disinfected weekly** **Cot set-up does not interfere with the program** Cot set-up does not interfere with children engaging in activities or impede them for accessing materials from shelves. For example, cots are set after the children have participated in free play or planned and/or documented learning experiences or while the children are transitioning after lunch.	**Sleep routines meet the needs of the children** Children who need limited sleep are able to participate in quiet activities while the others are resting, or if a child wakes up early the child can choose an activity in the program space. For example, if a child is tired they can go to sleep before nap time. **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. **Children are allowed to bring a soft toy and/or bedding from home** To meet individual resting needs, children are able to bring stuffed toys, pillows or blankets from home.

20. Health and Safety

Intent: All materials, play equipment, furnishings are in good working order, clean and safe for the children and staff. The fixed features in the room, such as the floors, walls, doors and windows are also safe and in good repair. All areas of the program space including materials, play equipment, and furnishings are maintained in a hygienic condition. Staff 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 are all toxic materials kept out of reach of the children and/or securely stored? How is the first aid kit kept well stocked and maintained on an ongoing basis? How are the health and safety practices being followed to ensure that all children are engaged in an environment that is free of hazards? What precautions are taken into consideration to promote the well-being of each child within the program?

Hazards: Anything that is potentially dangerous to the 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. For example, removing tape residue from shelves, mirrors, and windows; cleaning spills and dirt, washing tables before eating and following the current Regional Public Health cleaning guidelines.

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. For example, hand sanitizer.

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
One or more areas in the room is/are not in a state of good repair More than one area of the program space is observed in poor repair. For example, furniture, carpets, physical structure, paint chipping. **One or more areas in the room is/are not hygienic** More than one area of the program space is observed as being dirty. For example carpets, toys and shelves are visibly soiled. **One or more areas in the room is/are not safe** More than one area of the program space is observed as not being safe. For example, there is a tripping hazard, electric outlets are not covered, cleaning disinfectants are in reach of children and used in close proximity to the children.	**First aid kit is 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. **All areas accessible to children are:** **Kept in a state of good repair** **Safe** **Maintained in a hygienic condition** **Organized** Related to health and safety. For example, toys are organized in a way that they will not fall on staff or children.	**On-site and/or on-call maintenance staff deal with physical plant issues promptly** Physical plant issues and/or emergency repairs are responded to within 48 hours. **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. **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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		Safety/health resources are accessible to families in their preferred language Staff provide safety/health resources to families in their preferred language.

21. Toys and Play Equipment Washing

Intent: Staff follow Regional Public Health requirements for toy and equipment washing. This supports a clean and sanitary environment for the children.

Reflective Questions: What strategies are in place to ensure the current toy washing practices meet all of the Regional Public Health guidelines?

Toys and equipment: All toys, play materials and equipment 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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No schedule for toy washing **Schedule for toy washing does not meet Regional Public Health guidelines** For example, some categories are not documented as being washed in previous weeks. **Toys and play equipment are not washed as they become soiled**	**Schedule for toy washing meets Regional Public Health guidelines** Staff consistently wash toys and play equipment as per Regional Public Health guidelines. **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. **Toys and play equipment are consistently washed as they become soiled** It is acceptable to use a soiled toy bin and wash at a more appropriate time.	**Toys and play equipment schedule identifies categories of toys and play equipment** Schedule identifies categories or areas of toys and play equipment. For example, by toy shelf, by learning areas. **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)** **Playground and indoor gross motor toys are washed a minimum of two times a year** There is evidence playground and indoor gross motor equipment is washed a minimum of twice a year.

22. Staff and Children's Hand Hygiene

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Current Regional Public Health hand-washing procedures are not posted Hand-washing procedures are not posted by the sinks used by the children. **Current Regional Public Health hand-washing procedures are not followed** For example, staff and/or children miss a step in the process. **Sufficient supplies are not accessible to ensure hand-washing is conducted in a hygienic manner** There is not enough soap, paper towels, hand dryers, or hand sanitizer to ensure hand washing can be carried out.	**Current Regional Public Health hand-sanitizing procedures are posted** Sanitizing procedures are posted within the program space. **(Sub-item potentially not applicable)** **Evidence supervisor reviews hand hygiene 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.	**A sink is accessible in the room** Staff and/or children have access to a sink for hand-washing directly in the program space. **Child-size sink is accessible in the room** Children have access to a child-sized sink directly in the program space. It is acceptable to use a one-step step stool. **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.

23. Transitions

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.

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 are transitions used to facilitate learning opportunities/experiences? How much of the day is spent in transitions?

Transitions: When children move from one experience to another.
Small groups: One staff with a group of up to eight preschool children (1:8)

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Extended waiting during transitions For example, children wait beyond what is developmentally-appropriate. **Children are not transitioned in small groups** Children are always being transitioned in a large group. **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, verbal cues or Visual Schedule to signal an upcoming transition.	**Children are consistently transitioned in small groups** Small group ratios are 1:8 for preschool **Positive interactions occur between staff and children during transitions** Staff support and encourage children during transitions by using positive gestures and language. **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.	**Staff facilitate transitions to meet individual children's needs** For example, transitional cards, a timer, a bell, stop and go signs or routine songs sung to indicate the next transition. **Learning experiences are planned and/or documented for transitions** Transitional learning experiences are planned and/or documented on the program plan to support children moving smoothly from one routine to another. For example, transitional songs, books to be read. **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.

24. Attendance Verification

Intent: 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 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?

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
No system of attendance verification in place There is no procedure for recording arrival and departure times. **Attendance records do not accurately reflect the number of children present** A count of the children in the program space does not match the number of children recorded on the Main Attendance Record. **Arrival and departure times are not completed in pen**	**Children's arrival and departure times are always recorded on the Main Attendance Record** The Main Attendance Record shows that all children's arrival and departure times are recorded. A review of previous attendance records shows that all children in attendance were signed in and out of the care of the child care centre. **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. **(Sub-item potentially not applicable)** **Portable attendance travels with each group** When staff leave the program space with a small group of children, they take a portable attendance	**Staff are the recorders of the children's arrival and departure times** To ensure accuracy, staff are responsible for recording the children's arrival and departure times daily on the Main Attendance Record. **Written verification of attendance after each staff change** After a staff change or transition, staff check the Main Attendance Record against the number of children physically in the room for accuracy. For example, staff indicate number of children present, the time of verification and their initials when a staff starts their shift, goes on break or returns from lunch. This does not include random head counts unless it is identified as a staff change.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	that accurately lists the names of the children in their small group. **(Sub-item potentially not applicable)** **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 break or lunch. **Attendance is verbally verified after children's transitions** After children's transitions, staff communicate the correct number of children in attendance to each other. For example, after the transition to outside or washroom routines.	**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 room 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. **Visual attendance is used** Names or pictures of the children enrolled are used to accurately indicate their location at any given time. For example, indoor, outdoor, gym.

25. 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. Staff are to be positive and supportive with all children, peers and other adults in the program space. Staff are continually role-modelling appropriate social skills throughout the day.

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

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff use sarcasm, mocking or harsh words Any staff are observed using sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning. **Staff shout at children** Any staff are observed shouting at others or from across the room at others. For example, staff are shouting at children across the room to redirect their actions, or staff are raising their voice to get an individual's attention. **Staff are repeatedly impatient** Any staff are repeatedly 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. **Staff repeatedly interrupt while others are talking** Any staff are repeatedly observed interrupting others during conversations. For example, staff are intruding in the conversations of others, or stopping others from expressing themselves.	**Staff are welcoming** All staff are observed displaying happiness when welcoming individuals into the environment. Everyone is greeted in a friendly manner. **Staff maintain a positive tone of voice** All staff are observed using a friendly tone of voice with any individual in the environment. For example, staff interact with others in an authentic and warm manner. This includes staff to staff, staff to child, and staff to parent/adult communication. **Staff are patient** All staff are observed remaining even-tempered and composed during all situations. **Staff model appropriate positive social behaviour** All staff are observed interacting with others in a manner that is supportive and encouraging. Positive social skills are role-modelled with all individuals in the environment. For example, speaking in a respectful manner to others or reinforcing pro-social interactions. **Staff direct positive attention to all children** All staff are observed speaking and interacting with children in a positive and supportive manner.	**Staff demonstrate flexibility** All staff are observed demonstrating the ability to accommodate for unexpected changes that may occur throughout the day. For example, lunch is 15 minutes late and staff are able to implement a spontaneous learning experience to support children during this time, or staff adjust the schedule to reflect the children's desire to stay outside longer. **Staff use teachable moments to further develop positive social behaviours** All staff are observed reinforcing positive social behaviours by encouraging the children "in the moment." For example, when a child is shouting at his friend across the room, staff approach the child and encourages the child to walk over and speak to his peer. **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 sitting with a child working on a puzzle says "Yes, I see that you have

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff are repeatedly disrespectful Any staff are repeatedly observed behaving in a disrespectful manner to any individual in the environment. For example, staff are observed dismissing the opinion of others, staff are not following the requests of parents or co-workers, or ignoring the children's cues.		been working a long time at putting the puzzle together," or a staff holds and comforts a crying child and says "I know it's hard, mommy had to leave to go to work."

Guidelines|Preschool

26. Supervision of Children

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff unaware of the number of children in the room Any staff are unaware of which children are present or who has left the room. **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 the staff is unaware the child has left the room. **Staff repeatedly do not scan the room** Any staff are repeatedly observed not scanning the entire program space. For example, staff are busy interacting with only a few children and unaware of what the other children are doing. **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 cannot see the entire program space or are busy with cleaning and/or paper work instead of supervising the program space. **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.	**Staff scan the room at all times** All staff are observed scanning the program space to ensure the safety of the children. **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. **Staff consistently balance supervision with interactions** All staff are observed balancing supervision of all children with interactions. Staff are aware of what the children are doing while being engaged in play with the children. For example, staff are observed in the block area with a group of children while monitoring the play of children in other areas. **Staff anticipate situations to support children's interactions and learning experiences** 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.	**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." **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. **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.

27. 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
Staff do not follow the children's cues Any staff are observed disregarding the cues of the children. For example, a child sitting at the table falling asleep is being told to eat, or an upset child is being ignored by staff. **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 the leave the small group activity. **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 dressing and/or feeding preschool children.	**Staff consistently follow the children's cues** All staff are observed following the children's cues. Staff are aware of the children's individual needs and personalities. For example, staff recognize when a child needs to use the washroom or a child says they are thirsty and staff helps them get a drink of water. **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. **Staff provide time for children to complete tasks** All staff are observed allowing children the time to complete tasks and learning experiences. Children are not rushed through any routines, and are allowed to complete learning experiences at their own pace.	**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. **Staff provide spontaneous resources to allow the child to follow their own learning path** All staff are observed providing resources, such as play materials, to extend the child's learning and inquiry. For example, if a child has expressed an interest in trains, the staff may provide trains/tracks, books, dress up clothes from the cupboard to the child. **Staff create opportunities for enhancing self-help skills through play** All staff are observed creating opportunities to enhance the children's self-help skills through play. For example, staff provide fine motor activities such as lacing cards, button and zipper boards to practice for self-dressing.

28. Supporting the Development of Self-Esteem

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

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

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff do not demonstrate inclusive practice **Any staff are observed segregating or excluding children from the group. For example, children being excluded from learning experiences based on physical needs.** **Staff repeatedly only use terms of endearment** Any staff are repeatedly observed using general terms of endearment instead of the child's correct name, the name parents prefer, or the name identified by the child. For example, general terms of endearment such as "Buddy", "Sweetie", or "Honey". **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/or too difficult for the child to follow. **Staff repeatedly do not show encouragement** Any staff are repeatedly observed interacting with the children with a flat or negative affect. For example, staff do not encourage the children or show support for the children.	**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 or child. **Staff consistently demonstrate inclusive practices** All staff are observed including all children, regardless of individual needs or behaviours, in learning experiences and routines. For example, a child eating on their own due to behaviours or severe allergies may have their table or chair placed in a position where they can still interact with children during meals and snacks; or learning areas, equipment and play materials in the program space are adapted and arranged to support a child using adaptive equipment. **Staff break down directions into individual steps** All staff are observed simplifying directions to ensure children are successful.	**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. **Staff encourage children to identify the emotions of others** All staff are observed encouraging empathy in the children. Staff label the emotions as well as role-model support for the children. For example, staff explain to an inquiring child why one of the children is crying, or why a child is jumping up and down with excitement. **Staff use key words with children in their preferred language** All staff are observed using words in the children's preferred language, as required and preferred by parents, to assist the children in adapting to the child care environment.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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.	**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. **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.	

29. 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
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.** **Staff expectations repeatedly do not match the developmental level of children** Any staff are repeatedly observed placing expectations on the children that do not match their level of development. For example, expecting a child to sit in circle beyond their abilities, or expect a child to remain on their cot when they are not sleeping. **Staff repeatedly explain consequences in an abrupt manner** Any staff are repeatedly observed explaining consequences in an abrupt, harsh manner. Staff appear angry at the children for their behaviours. For example, a staff is observed speaking to a child in an angry tone regarding not grabbing toys/items from others or threatening consequences for a child's actions.	**Staff consistently explain consequences in a calm manner** All staff are observed consistently explaining consequences in a calm manner. For example, staff calmly explains that hitting hurts and there are other ways to express themselves without hurting the other person before redirecting the child to an alternate activity. **Positive behaviour is reinforced** All staff are observed reinforcing positive behaviours in the children. All staff acknowledge and support the positive behaviours exhibited by the children. For example, tidying up the room as a team, helping a classmate find their shoes or being courteous to others. **Staff use developmentally-appropriate re-direction strategies** All staff are observed using developmentally-appropriate re-direction strategies. For example, staff observe a child dumping bins of toys; the staff redirect the child to the sand table with shovels and buckets.	**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. **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. **Staff monitor group dynamics to anticipate situations** All staff are aware of the different personalities within the group and are able to anticipate situations before they arise. **Children demonstrate awareness of classroom expectations** Children are aware of the classroom expectations. For example, the staff informs the children it is time to tidy up. Children are able to follow through with the direction without having to be repeatedly reminded by staff.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff repeatedly do not use appropriate behaviour guidance strategies Any staff are repeatedly observed using inappropriate behaviour guidance strategies. For example, children being given a "time-out" because they were not listening or using empty phrases like "sharing is caring". **Staff repeatedly do not follow through with strategies** Any staff are repeatedly observed not following through with developmentally-appropriate strategies. For example, staff tells a child that they must take turns with a toy, but does not stay with the children to support this strategy.	**Staff consistently follow through with strategies** All staff are observed consistently following through with strategies. For example, a child refuses to wear a jacket outside; staff explain why a jacket must be worn and support the child either by encouraging self-dressing or prompting the child to ask for help. **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.	**Staff encourage children to problem solve to resolve peer conflict** Children are encouraged to problem-solving conflict situations with one another and express why they are upset so that they may come to a resolution with the support of staff.

30. Supporting Development of Communication Skills

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.

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 the staff? How is non-verbal communication from the children acknowledged by staff? How do staff engage as co-learners with the children? How do staff engage with the children during their play? How are the children encouraged to express themselves within 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
Staff do not initiate verbal/non-verbal interactions **Any staff do not initiate or respond to verbal/non-verbal interactions with the children.** **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. **Staff repeatedly do not role-model developmentally-appropriate descriptions and directions** Any staff are repeatedly observed not role-modelling developmentally-appropriate descriptions and directions. Staff will tell the children to do one thing, but then not follow the same directions. For example, staff ask a child to give another child some room, then tell them there is no room for them at the table at a later time. **Staff repeatedly do not ask open-ended questions** Any staff are repeatedly observed asking children questions that require only a "yes" or "no" response.	**Verbal/non-verbal interactions are a balance of teacher and child directed** All staff are observed balancing their interactions with those of the child. Staff allow children to respond by using language or gestures, responding to gestures initiated by a child. **Staff model active listening skills** All staff are observed modelling active listening skills, such as maintaining eye contact with the speaker, repeating and/or re-phrasing the speaker's comments, and responding appropriately. **Staff are observed participating in play with children** All staff are observed actively participating in the learning experiences with children.	**Staff extend verbal/non-verbal interactions with materials** All staff are observed using play materials to extend language opportunities. For example, a child talks about a TV program he watched about volcanoes, so staff provide the materials for the child to create his own volcano. **Staff extend children's vocabulary** All staff are observed using language wherever possible to extend children's vocabulary. For example, providing descriptive words when talking about a science experiment. **Staff encourage verbal/non-verbal interactions between children** All staff are observed encouraging interactions between children. For example, children are playing a game and the staff encourages the children to discuss the rules and/or expectations.

Guidelines|Preschool

31. Extending Children's Learning

Intent: Staff encourage the children to question, problem-solving 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: "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking." (HDLH, pg. 35)

Reflective Questions: How is critical thinking encouraged to extend the children's learning? How do staff respond to all learning opportunities? How are the children's individual interests acknowledged by staff? How are the children's learning cues nurtured?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff repeatedly solve the children's problems immediately Any staff are observed solving the children problems. **Staff repeatedly miss opportunities to build children's knowledge** Any staff are repeatedly observed ignoring opportunities to extend children's learning. **Staff repeatedly do not allow children to try for themselves** Any staff are repeatedly observed not allowing children to attempt new tasks or engage freely within their environment.	**Staff encourage children to find solutions** All staff are observed encouraging children to problem-solving and find solutions to tasks and/or activities. All staff allow children to follow their own natural curiosity and inquiry in the moment. For example, staff and children are engaged in completing a large floor puzzle, or finding a solution to an obstacle course that offers opportunities for enhancing critical thinking skills. **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 ask the children what outdoor clothes need to be put on first to go play in the snow: snow pants or boots? **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, asking open-ended questions about what happens to the ingredients used in the process of making playdough.	**Staff balance the abilities of the child with the complexity of the learning outcomes** All staff are aware of the children's abilities and provide opportunities to extend learning opportunities where appropriate. For example, one child may be provided a two-step direction, whereas another child may be given a four-step direction. **Staff recall past experiences to extend current learning opportunities** All staff are observed recalling past activities or experiences and linking them to new learning opportunities. For example, while playing in the sandbox with diggers and other construction props, the staff recall the time they went for a walk in the community and encountered some construction occurring on a local street. **Staff are responsive to learning opportunities** All staff are responsive to children's inquiries, new learning opportunities, and cues. They take advantage of these new learning opportunities by using language, materials and children's natural curiosity to enhance the children's play experiences.