



Children's Program

Home Child Care Assessment for Quality Improvement

1. Daily Routine

Intent: Provider gives some thought to the children’s daily routine to ensure a balance of structure and flexibility that meets the needs of children in care. Scheduling includes plans to meet individual needs within a consistent outline for the day. For infants under one year of age parents provide a written individual routine.

Inspiring Pedagogy: “Creating opportunities throughout daily experiences that enable children to explore, wonder about, care for, and make connections to the natural environment.” (HDLH, p 27)

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
	<ul style="list-style-type: none"> <input type="checkbox"/> No daily routine accessible There is no daily routine posted within the home accessible to the families. <input type="radio"/> No evidence of written infant individual routine Individual written routines are not kept by the provider for each infant. The individual routine should include information that is child specific. For example, eating habits, sleep routines, toileting information, likes/ dislikes, general disposition, or special care routines. <input type="radio"/> Infants individual routine not followed Provider is not following the infant’s individual routines and is not ensuring their needs are being met. For example, eating habits, sleep routines, toileting information, likes/dislikes, general disposition, or special care routines. 	<p>Daily routine includes time for: The daily routine covers the full hours of operation of the home and indicates that time is planned for each of the following activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child and provider initiated activities <input type="checkbox"/> Indoor and outdoor <input type="checkbox"/> Active and quiet <input type="checkbox"/> Individual and group <p><input type="checkbox"/> Daily routine is followed The provider is following the daily routine that is posted.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence daily routine is flexible The daily routine is flexible and can be adjusted to meet the circumstances of the day. For example, time planned for outdoor play is adjusted because the children want to stay outside longer. The statement is on the daily schedule. <input type="checkbox"/> Daily routine is seasonally adjusted. Evidence the daily routine is changed to reflect the seasons. For example, the posted daily routine is labeled with the current season. Fall, Winter, Spring or Summer. 	<p>1</p> <p>2</p> <p>3</p>

2. Planned Activities and Experiences

Intent: Activities and experiences are planned based on the development level and interests of the children in care. Activities and experiences promote choice and encourage independence. Activities are adapted when required to ensure all children in care are able to participate.

Inspiring Pedagogy: “Every child is an active and engaged learner who explores the world with body, mind, and senses.” (HDLH, p. 12)

External agencies/professionals: Special Needs Resource Educator, Special Needs Resource Consultant

Learning goals: skills children potentially will develop participating in the learning experience

Documentation: written notes/observations of what children are doing while in the providers home

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
	<ul style="list-style-type: none"> <input type="checkbox"/> No program plan There is no evidence that the provider has completed a program plan. <input type="checkbox"/> Activities and experiences are not planned for the whole day Planning does not cover all hours of operation in the home. For example, on days where a visit is scheduled to the local EarlyON in the morning, nothing is planned in the afternoon. <input type="checkbox"/> No evidence that activities are adapted to ensure all children can participate The provider does not modify activities, learning experiences and routines to allow all children to participate. For example, painting experience is planned however the infants are not given opportunity to participate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly program plan accessible The current program plan is posted in a place that is accessible at all times. For example posted by the entrance to home. <input type="checkbox"/> The current program plan includes two or more developmentally-appropriate activities planned daily <input type="checkbox"/> Activities are planned based on children’s interests Activities are planned based on observations of children’s interests, cues or suggestions. <input type="checkbox"/> External agencies/ professionals attend meetings to plan appropriately for children with individual support needs External professionals and/or specialists provide support or share suggestions on how the provider can support the needs of individual children. 	<ul style="list-style-type: none"> <input type="checkbox"/> The current program plan includes three or more developmentally-appropriate activities planned daily <input type="checkbox"/> One of the daily planned activities is a cognitive learning experience On the current program plan, one activity per day is a cognitive experience. For example, sorting game, puzzle, counting game. <input type="checkbox"/> Completed documentation of children’s observations are available Documentation of the children’s learning is completed. This can be achieved through written notes, photo documentation or learning stories. 	<p>1</p> <p>2</p> <p>3</p>

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
			<p><input type="checkbox"/> The current program plan includes a daily learning goal for planned learning experiences</p> <p>There is one goal each day identified for the activities planned. This could be accomplished in the following ways:</p> <ul style="list-style-type: none"> • describe the learning experience and include the skill children will potentially learn by participating in the learning experience, for example: Shape sorting toys - Coordination. • 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: finding hidden object using blanket - 4.6 Object Permanence. 	

3. Environment

Intent: : It is important to establish a balance between the Provider’s family needs and the requirements of child care. The following key areas should be taken into consideration when arranging the environment:

- Play areas created to promote independence by children
- A variety of surfaces/spaces available for the children to use
- Provider has storage space that is organized to promote optimal Health & Safety
- Safety gates to be used as needed based on the developmental needs of the children and safety considerations. For example, if an older child is a runner.

Inspiring Pedagogy: “Provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.” (HDLH, p.13)

- Play areas inside the home: kitchen, main play area, living room, basement
- Hygienic Manner: areas accessed by children are clean, no dirt/grime visible

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
	<p><input type="checkbox"/> Space/area not available to meet children’s needs The areas the children are using are not arranged to meet their individual needs. For example, with infants and toddlers the furniture is not arranged so they have space to crawl, cruise and move around safely.</p> <p><input type="checkbox"/> Space/area is disorganized Similar equipment, toys and materials are not grouped together and/or toys and materials are haphazardly piled on shelves.</p> <p><input type="checkbox"/> Furniture is unsafe for children Furniture is in poor condition. For example, shelving units and furniture is unstable, broken or falling apart.</p> <p><input type="checkbox"/> Space/area not maintained in a hygienic manner The areas in the home used by the children are not kept clean. For example the floors are not swept or vacuumed, there is dust build up on shelves, mold by window or doors.</p>	<p>Space/area is available for:</p> <p><input type="checkbox"/> Toileting</p> <p><input type="radio"/> Resting</p> <p><input type="checkbox"/> Eating</p> <p><input type="checkbox"/> Active play</p> <p><input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Play materials/equipment stored safely The play materials/equipment are stored in a manner where children can easily access items and secured in a way where they are not going to fall on them.</p> <p><input type="radio"/> Child safety gates are used on all stairs When children have access to stairs, appropriate child safety gates are used to ensure safety. The gates are secured and in working condition.</p>	<p><input type="checkbox"/> Individual storage space for children’s personal belongings Each child has their own individual storage space for their personal belongings. For example, individual hooks, cubbies, baskets.</p> <p><input type="radio"/> Parent strollers inaccessible to children Any strollers that parents leave at the home are stored away from where children have access.</p> <p><input type="checkbox"/> Children have access to two different spaces/areas within the home. For example, the living room and the bedroom.</p>	<p>1</p> <p>2</p> <p>3</p>

4. Materials & Play Equipment

Materials & Equipment:

- a) Language and Literacy
- b) Screen Time
- c) Dramatic/Pretend Play
- d) Art and Sensory
- e) Cognitive/Manipulative
- f) Outdoor/Active Play

A wide selection of materials and equipment need to be available to meet the needs of all children enrolled in the home child care setting. The Provider should be engaged with children; using the materials to support learning and extending opportunities.

4. Materials & Play Equipment (continued)

Intent: Children should have access to a variety of developmentally-appropriate books and language and literacy materials. Books should include various topics, be current and include images of real people and objects. Adults need to model the appropriate use of books, teaching respect for books.

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 long term.” (HDLH, p. 42)

Books: need to have a front & back cover, home-made books & repaired books are acceptable

Soft seating: cushions, child-size chair/sofa, sofa

Language and Literacy materials: puzzles/blocks with letters, word games

Book accessories: puppets, felt board, audio player, musical instruments

Infant and toddler: flap books, cloth books, books with real images

Preschool: magazines, short stories, real images, audio books

School age: magazines, chapter books, dictionary, audio books, word-search

Community literacy experience: library, book mobile, book store

• not applicable for Before & After School children September through to June

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score	
	1	2	3		
a) Language and Literacy	<input type="checkbox"/> Less than two books per child accessible For example, if there are three children enrolled there are not six books accessible.	<input type="checkbox"/> One language and literacy material is accessible One language and literacy material is accessible in the environment for the children. For example, keyboards, phones, word builders/games, puzzles/blocks with letters.	<input type="radio"/> Children and provider participate in a community literacy experience monthly For example, the provider and children visit the library, book store or lending library.	1	
	<input type="checkbox"/> Books are in poor condition Books that are accessible do not have a front/back cover, are missing pages, or the words and pictures are not legible.		<input type="checkbox"/> One book accessory is accessible For example, puppets, felt board, musical instruments, audio player.	<input type="checkbox"/> Books include three different topics For example, books about food, transportation, celebrations, families.	2
	<input type="checkbox"/> Soft seating is not accessible The area does not include things such as a sofa, soft chairs, cushions, to make the area comfortable for children to sit.		<input type="checkbox"/> Provider spends time with children daily looking at books and/or listening to stories The provider sits with children individually or as a group to look at books, read a story or listen to a story a child is reading.	<input type="checkbox"/> Three different types of language and literacy materials are accessible For example, keyboards, phones, word builders/games, puzzles/blocks with letters.	3
	<input type="checkbox"/> Less than three books include images of real people/objects Less than three books portray real people or objects. For example, no books with images of actual food items, animals, or people. Only cartoon character type books are accessible.				

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
a) Language and Literacy		<ul style="list-style-type: none"> <li data-bbox="871 329 1348 524"> <input type="checkbox"/> All books are developmentally-appropriate Books meet the needs of all the children in the program. For example, age appropriate for infants, toddlers, preschool and school age if all ages enrolled in home. <li data-bbox="871 557 1348 719"> <input type="checkbox"/> 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. <li data-bbox="871 751 1348 979"> <input type="checkbox"/> 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 assistive devices are accessible to the children. The books are inclusive and bias-free. 		

4. Materials & Play Equipment (continued)

Intent: The Provider monitors all screen time to ensure it is developmentally-appropriate. Screen time can be used to support learning opportunities. It is recognized that some screen time is appropriate to allow for food preparation. If a child is accessing more than 60 minutes of screen time daily due to individual goals and strategies, there is documentation from a Special Needs Resource Consultant.

Screen time: includes television, computer, iPad, tablet, game systems, phone and hand-held devices

Appropriate television: children’s programming, such as, TVO, PBS, Discovery Kids

Inappropriate screen time: YouTube, news channel, snapchat, Facebook, YouTube Kids

Exception: Older children (kindergarten/school age) may exceed the 60 minutes when viewing a full-length movie on non-school days once per week and allowed to watch “PG” rated movies with parental consent.

Section One: Children’s Program and Environment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
b) Screen Time	<ul style="list-style-type: none"> <input type="radio"/> Children are exposed to inappropriate content during screen time Children are viewing content that is not age appropriate or provider is not able to control content. For example, news, movies, music, games. <input type="checkbox"/> Screen time exceeds 60 minutes daily Children use hand held devices or watch TV/Movies for more than 60 minutes per day. <input type="radio"/> All games are not “E” rated <input type="radio"/> All movies are not “G” rated 	<ul style="list-style-type: none"> <input type="checkbox"/> Alternate activity provided The children have a choice of another activity to do if they are not interested in participating in screen time. <input type="radio"/> Games and/or movies are developmentally- appropriate Any games and/or movies that the children have access to need to be age-appropriate. <input type="checkbox"/> Provider monitors all screen time The provider needs to be aware of what children are listening to, watching or playing. For example, turning off wifi or control locks to deny access to inappropriate content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Focus of screen time is to extend the children’s learning For example, children are interested in butterflies and the provider looks up information or finds a video clip to share with children. <input type="radio"/> Three educational games are available There are three or more different types of educational games and programs. For example, number games, word building games, and matching games. <input type="checkbox"/> Evidence that parents are aware of all screen time There is documentation recorded for parents to see and be aware of what child is accessing. This could be recorded on a separate form, on the program plan or in a log book. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">N/A</p>

4. Materials & Play Equipment (continued)

Intent: To provide children an opportunity to explore imaginative play. Materials and accessories are provided to enhance the play area. Children develop their social interaction skills, emotional development and language extension through open-ended play.

Inspiring Pedagogy: “Every child is a capable communicator who expresses himself or herself in many ways.” (HDLH, p.12)

Infant and toddler: dolls, stuffed toys, play foods and dishes, phone, clothing

Preschool: dolls, puppets, phone, play foods, dishes dress up clothing, toy appliances/furniture such as stove, table/chairs, washer/dryer, play money

School age: dress up clothes, puppets, dishes, food, toy appliances/furniture such as stove, table/chairs, washer/dryer, play money

Inclusive: materials are bias free, multi-cultural, reflective of children’s culture and includes adaptive equipment

Note: It is not appropriate to use empty medication bottles, cleaning product bottles and/or laundry detergent bottles/boxes.

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
c) Dramatic/Pretend Play	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are not accessible Play materials are stored out of children’s reach or in a container that children are unable to open. <input type="checkbox"/> Materials are in poor condition Some accessories for dramatic play are broken, missing pieces, or visibly soiled. <input type="checkbox"/> Materials are not developmentally-appropriate Materials that children have access to are not appropriate. For example empty medicine containers, items that may read “keep out of reach of children”. 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are organized The materials are stored in containers or bins of similar categories <input type="checkbox"/> Materials offered are adapted to ensure all children can participate Materials offered are developmentally appropriate for children currently enrolled. For example, dress up clothes that all children could try on. <input type="checkbox"/> Two or more materials are inclusive Two of the dramatic/pretend play materials are inclusive. For example, foods from various cultures, dishes, utensils, dolls, adaptive types of equipment, bias free materials, or materials that reflect the families and children enrolled. 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are rotated bi-weekly to reflect children’s interests Dramatic/pretend play materials are changed and rotated every other week and are based on the children’s interests. <input type="checkbox"/> Three materials include real items Three of the dramatic/pretend play materials are real. For example, oven gloves, plastic measure cups/spoons, placemats, clothes, purses/wallets, empty food containers. <input type="checkbox"/> Designated dramatic/pretend play space/area is accessible. There is an area that is set up to encourage play. For example, play kitchenette set up with materials, or an area set up with play materials. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>

4. Materials & Play Equipment (continued)

Intent: Providing experiences through different art and sensory materials allows children to explore creative art, promote self-expression and individuality. Non-toxic art and sensory materials/equipment are not accessible to the children and are developmentally-appropriate. Materials and equipment are adapted to promote participation and independence for all children. Materials reflecting diverse skin tones are placed in an inclusive manner. For example, skin tone markers are accessible in the same bin as the other markers.

Inspiring Pedagogy: “Providing a wide variety of interesting objects and open-ended materials for children to explore with their senses, manipulate, and investigate.” (HDLH, p. 37)

Process-oriented: the focus is how the artwork is created by the child, not the finished product.

Displayed: artwork can be displayed on a fridge, shelf, wall and/or portable display board

Current artwork: within the last two months

Adapted materials/equipment: pencil grips, thick handled paint brushes, loop scissors, sensory materials in plastic baggies

Drawing tools: crayons, pencil crayons, markers, chalks, pastels, paint

Art materials: feathers, glue, wooden pieces, pipe cleaners, paper, googly eyes, stickers, straws

Recycled materials: paper towel rolls, tissue boxes, food containers
Sensory: cornmeal, goop, playdough, plasticine, water, sand, rice, pasta

Modeling materials: playdough, clay, plasticine, modeling beads

Product-oriented: worksheets, colouring books, cutouts

Note: when offering art and sensory experiences keep in mind children’s allergies and choking hazards when determining the materials that will be offered.

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
d) Art and Sensory	<ul style="list-style-type: none"> <input type="checkbox"/> Art materials not accessible There are no art materials that the children can freely choose. <input type="checkbox"/> Sensory materials not available There are no sensory materials available for the children. <input type="checkbox"/> Materials are in poor condition The art and or sensory materials that the children are using are not in good condition. For example, broken crayons, dried out markers, broken cups or shovels, or items with sharp corners. <input type="checkbox"/> Artwork is not displayed Children’s art work is not displayed. <input type="checkbox"/> 50% or more artwork displayed is product-oriented Half of the art work on display is product-oriented and not children’s own creations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three developmentally-appropriate art materials accessible Three art materials are accessible for the children to choose from on their own. For example, markers, crayons, paper. <input type="checkbox"/> Sensory experience offered daily The children are offered a sensory opportunity each day. For example, water play, sand play, goop, playdough. <input type="checkbox"/> A minimum of 5 pieces of artwork is displayed There are at least 5 pieces of art displayed within the home. For example, on a display board, on the fridge, wall, door, toy shelf. 	<ul style="list-style-type: none"> <input type="checkbox"/> Modeling materials are accessible at all times There are modeling materials for the children to freely choose from. For example, playdough, goop, clay, plasticine, modeling beads. <input type="checkbox"/> Three natural skin tone materials available In three different types of materials there are four natural skin tone shades. For example, crayons, markers, paper all have four shades of natural skin tones. <input type="checkbox"/> Current artwork is displayed. The art work that is displayed is current within the last two months. 	<p>1</p> <p>2</p> <p>3</p>

4. Materials & Play Equipment (continued)

Intent: Cognitive and manipulative opportunities can be found in many different experiences. It is important to provide a variety of different materials for children to explore and extend their learning and the development of fine motor skills.

Inspiring Pedagogy: “Through their play, children explore materials that support an increasing awareness and understanding of concepts associated with literacy and numeracy” (HDLH, p. 37)

Cognitive: sorting, counting, categorizing, puzzles, cause & effect toys, lacing

Music: musical instruments, tapes/CD, audio players, homemade shakers

Construction: Duplo blocks, Lego, wooden blocks, connects, cardboard blocks

Construction Accessories: cars/trucks, farm house, airport, car garage, animals, people

Science & nature: bottles filled with coloured water, magnifying glass, coloured lenses, sea shells, stones, pinecones, planting, cooking activities.

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
e) Cognitive and Manipulative	<p><input type="checkbox"/> Materials are not accessible Materials are not accessible for the children to freely choose from. For example, puzzles, memory games, sequencing cards, lacing cards are all in closed cupboards.</p> <p><input type="checkbox"/> Materials are in poor condition Materials are not in good condition. For example, toys are chipped, have sharp edges, visibly soiled.</p> <p><input type="checkbox"/> Materials are not developmentally-appropriate The materials are not developmentally-appropriate for all children in the home. The cognitive and manipulative materials do not reflect the age and developmental level of the children in the room. For example, infants have access to marble maze game or small lego pieces.</p>	<p><input type="checkbox"/> One cognitive material accessible per child There is one cognitive material for each child in the home that they can freely choose from. For example, puzzles, counting game, sorting games, lacing cards.</p> <p><input type="checkbox"/> One music material accessible per child There is one music material for each child in the home that they can freely choose from. For example, music instruments, homemade shakers, audio player with cds.</p> <p>There are two materials accessible from each of the listed categories:</p> <p><input type="checkbox"/> Construction For example, duplo blocks, wooden blocks</p> <p><input type="checkbox"/> Construction accessories For example, farm house, people or animals.</p>	<p><input type="checkbox"/> Additional materials available for rotation There are extra cognitive/manipulative materials that can be rotated within the home.</p> <p><input type="checkbox"/> Materials are labeled with words and/or pictures At least 50% of the toy bins, shelves or storage units are labeled with words and or pictures of the materials.</p> <p><input type="checkbox"/> Science & nature experience is offered daily. There is a science and nature experience that the children can participate in each day. For example, children looking at items with the magnifying glass, seashells, pinecones, coloured water bottles.</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>

4. Materials & Play Equipment (continued)

Intent: Daily opportunities for outdoor active play are scheduled, weather permitting. When outdoors, flexibility is demonstrated when planning. For example, in warm weather, more time is spent outdoors and in very hot or cold weather, shorter time is spent outdoors. Public Health advisories should be considered. For example, heat, smog and wind-chill advisories. If children are unable to go outside due to the weather, indoor active play must be offered. Outdoor equipment may need to be adapted to ensure all children are able to participate in active play experiences.

Inspiring Pedagogy: “Activities in outdoor spaces that are designed to inspire investigation with bodies, senses, and minds improve children’s physical health and emotional well-being and enhance their capabilities for self-regulation, creative problem solving, and communication.” (HDLH, p. 36)

Infants and toddlers: tunnels, ball pit, push/pull toys, sand toys, balls, parachute, seasonal, riding toys

Preschool and school age: balance pads/beams, tetherball, Velcro mitt and balls, scoop and ball set, hula hoop, hockey sticks, golf clubs, badminton rackets, bikes, bowling pins/balls, scooters, soccer balls, basketballs, toboggans

Safety check: look for hazards such as broken glass, needles, broken equipment, garbage

Standing body of water: swimming pools, ponds, portable/kiddy/inflatable pools, hot tub

Outdoor space: local park, backyard, school playgrounds

Note: stroller walks are not considered active play.

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
f) Outdoor/Active Play	<ul style="list-style-type: none"> <input type="checkbox"/> No developmentally-appropriate active play equipment is available Active play equipment is not available. <input type="checkbox"/> Safety check of outdoor space is not completed A safety check when going outside is not done prior to the children playing in the area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outdoor/active play equipment is accessible There is outdoor/active play equipment for the children to freely choose from. For example, balls, bean bags, bowling, hula hoops, riding toys. <input type="checkbox"/> Provider ensures all children are able to participate in active play All the children are able to be a part of the active play. For example infants and toddlers are not left in stroller or on a blanket without any materials. <input type="checkbox"/> On-premise standing bodies of water are not accessible to children If there is a standing body of water on the premise, children do not have access to it. For example, a pool in the back yard has a fence with locked gate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily planned outdoor/active play activity There is an outdoor/active activity that is planned and documented on program plan. For example, playing catch with the ball, game of tag. <input type="checkbox"/> Three different types of active play equipment are accessible There are three different types of active play equipment that the children can freely choose from. For example, balls, bean bags, hula hoops. <input type="checkbox"/> Provider is engaged in learning opportunities during active play The provider is able to balance interactions and supervision while participating in the activities with the children. For example, the provider plays catch with child. 	<p>1</p> <p>2</p> <p>3</p>

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
			<input type="checkbox"/> Documentation that safety checks are completed to outdoor space prior to use. The safety checks that are completed before children are playing are recorded. For example, on a separate sheet or log book.	

5. Meal Time

Intent: Meal times should be viewed as an opportunity for interaction and socialization between the provider and children. It is important the children’s individual needs and schedules are being met. For example, if a younger child is falling asleep during lunch time, save the child’s lunch and allow the child to nap.

Inspiring Pedagogy: “Educators can create contexts to support children’s health and well-being by providing healthy meals and snacks and establishing positive eating environments that are responsive to children’s cues of hunger and fullness.” (HDLH, p.32)

There is sufficient serving and eating utensils which are developmentally-appropriate for the number, and ability of, children in care. Any cultural observances are considered.

Meal/snack routines: setting the table, handing out napkins, serving food, scraping their own plate at the end of the meal

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
	<ul style="list-style-type: none"> <input type="checkbox"/> Meal time furnishings are not developmentally-appropriate The furnishings the children are using are not appropriate for their age. For example, a preschool age child is placed in a high chair or a school age child is sitting in a chair that is too small for them. <input type="checkbox"/> No socialization opportunities during meal times There are not any conversations with the children when they are eating. For example, children sitting at lunch table and provider is busy cleaning dishes in kitchen. <input type="checkbox"/> Eating utensils are not developmentally-appropriate The eating utensils that the children are using are not appropriate for their age. For example, infants using large forks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sufficient meal time furnishings for all children There is enough furnishings for the children to sit and eat together. For example, if there are five children in the home there are five chairs for the children to sit on at the table. <input type="checkbox"/> Furnishings arranged so children are able to interact with one another The furnishings are arranged so that the children can talk to one another during meal times. For example, all children are in the kitchen together, not half the children in the kitchen and half in the living room. <input type="checkbox"/> Sufficient developmentally-appropriate eating utensils for all children There are enough developmentally-appropriate eating utensils for the children to use at meals. <input type="checkbox"/> Food is always served on dishes and/or napkins Food is served on dishes or napkins/paper towels, and is not placed directly on a table. Napkins/paper towels are used for dry foods only. <input type="checkbox"/> Children are encouraged to try foods The provider uses positive conversations with the children to encourage them to try new foods. A child is never forced to try a food. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meal times are viewed as an educational and social experience Meal time is an opportunity to talk with the children and socialize. For example, the provider sits with the children and asks the children to identify the food groups they have on their plate, or the provider can ask the children what they had for dinner the previous night. <input type="checkbox"/> Children assist with meal/snack routines The children are able to help or assist with the routine. For example, the children can hand out the napkins to all the children or they can bring their plates to the kitchen when they are finished. <input type="checkbox"/> Provider sits with children at meal times as much as possible The provider sits with the children during meal times. For example, the provider can serve food directly from the table while sitting with the children. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">N/A</p>

6. Field Trips and Community Experiences

a) Field Trips

b) Community Experiences

Intent: Field trips are planned in advance in partnership with the Home Visitor. The children’s safety is a priority. This is achieved by ensuring the provider is familiar with the destination of the field trip, the children are supervised at all times, they have all the children’s emergency information and if applicable, designated medication. The children’s interests should be taken into account when planning field trips, ensuring all children will be able to participate in the field trip.

Inspiring Pedagogy: “Working with families and community partners to ensure that environments and experiences provide equal learning experiences for all children.” (HDLH, p. 38)

Field trip: anywhere that is not part of the daily/weekly routine.

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
a) Field Trips	<ul style="list-style-type: none"> <input type="checkbox"/> Home Visitor is not informed of field trips The Home Visitor is not aware when field trips are planned. <input type="checkbox"/> First aid kit is not taken on field trips A first aid kit is not with the provider when on a field trip. <input type="radio"/> Children’s medication is not taken on field trips The provider does not take the children’s medication with them when on a field trip. <input type="checkbox"/> Children’s emergency information is not taken on field trips The provider does not take all of the children’s emergency information with them when on a field trip. 	<ul style="list-style-type: none"> <input type="checkbox"/> All field trips are planned in-advance All field trips are planned ahead of time, not the day of the trip. <input type="checkbox"/> Permission forms are signed in advance All permission forms for the field trip are signed by parent/guardian before leaving for the field trip. <input type="checkbox"/> Provider has access to a cell phone during field trips The provider has a cell phone with them when on a field trip. 	<ul style="list-style-type: none"> <input type="checkbox"/> Focus of the field trip is to extend the children’s learning Field trips are planned to extend children’s learning. For example, children talking/learning about animals and then the provider plans a trip to the zoo. <input type="checkbox"/> Field trips are planned in partnership with the Home Visitor and parents The provider plans any field trip with the Home Visitor and parents so they are aware. <input type="checkbox"/> Home Visitor accompanies the provider and children on at least one field trip annually The Home Visitor is able to go on at least one field trip with the provider within the year. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">N/A</p>

6. Field Trips and Community Experiences (continued)

Intent: Accessing resources directly in the child’s own community allows for community capacity building and the opportunity for children to make connections directly in their own neighbourhood. Having access to community resources on a regular basis expands on the children’s learning opportunities. For example, EarlyON Programs, Library, Recreation Centre, Fire Station, trip to the local grocery store, parks.

Inspiring Pedagogy: “Connecting with families and communities and inviting their participation to ensure that environments and experiences reflect and are relevant to children’s everyday lives.” (HDLH, p. 37)

Community experience: within walking distance.

Documented on the program: daily/weekly schedule, program plan

• only applies for Before & After School children during non-instructional days

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
b) Community Experiences	<ul style="list-style-type: none"> <input type="radio"/> Children’s medication is not taken on community experiences The provider does not take the children’s medication with them when on a community experience. <input type="checkbox"/> Children’s emergency information is not taken on community experiences The provider does not take all of the children’s emergency information with them when on a community experience. <input type="checkbox"/> Community experiences do not occur weekly The provider does not take the children out for a community on an experience each week. For example, the provider does not take children to the local park at least once a week. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provider has access to a cell phone The provider has a cell phone with them on a community experience with children <input type="checkbox"/> Evidence that parents are informed of all community experiences All community experiences are recorded so that parents are aware. For example, the provider documents on the program plan, on the daily schedule or on a separate sheet. <input type="radio"/> Community experiences occur at least twice per week The provider takes the children out into the community for an experience at least two times each week. For example, the children go to the local park on Monday and to the EarlyON program on Wednesday <input type="checkbox"/> First aid kit is taken on community experiences A first aid kit is taken with the provider when out on a community experience. <input type="radio"/> Safety check is completed prior to accessing community parks/splash pads The provider completes a safety check before the children use any community parks or splash pads to confirm all areas are safe for the children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Community experiences are used as an opportunity to extend children’s learning Community experiences are planned to extend children’s learning. For example, children talking/learning about fruits and vegetables and the provider plans an experience with the children to go to the local market. <input type="radio"/> Community experiences occur at least three times per week The provider takes the children out into the community for an experience at least three times each week. For example, the provider takes the children to the EarlyON program on Tuesdays and Thursdays and goes to the local park on Friday. <input type="checkbox"/> Community experiences are documented on the program plan The provider records all the community experiences they do with the children on the program plan each week. 	<p>1</p> <p>2</p> <p>3</p>

7. Interactions

- a) Positive Interactions
- b) Supervision of Children
- c) Foster Children’s Independence
- d) Supporting the Development of Self-Esteem
- e) Behaviour Guidance
- f) Supporting Communication and Extending Children’s Learning

Intent: Provider is positive and supportive to all children, peers and other adults in the home. The provider is continually role modeling appropriate social skills throughout the day.

Inspiring Pedagogy: “Conversations can happen with children of all ages and abilities.” (HDLH, p. 43)

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
a) Positive Interactions	<p><input type="checkbox"/> Provider uses sarcasm, mocking or harsh words The provider uses sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning.</p> <p><input type="checkbox"/> Provider is not welcoming The provider does not show pleasure when welcoming individuals into the environment. Not everyone is greeted in a hospitable manner.</p> <p><input type="checkbox"/> Provider does not model appropriate positive social behavior The provider interacts with others in an inappropriate manner. Positive social skills are not role-modeled with all individuals in the environment. For example, not speaking in a respectful manner to others or not reinforcing positive social interactions.</p>	<p><input type="checkbox"/> Provider maintains a positive tone of voice The provider uses a friendly tone of voice with any individual in the environment. The provider interacts with others in a supportive and encouraging manner. This includes provider to child, provider to parent/adult communication.</p> <p><input type="checkbox"/> Provider is patient The provider remains calm and composed during all situations.</p> <p><input type="checkbox"/> Provider directs positive attention to all children The provider speaks and interacts with children in a positive and supportive manner.</p>	<p><input type="checkbox"/> Provider models positive non-verbal communication skills The provider is able to assess the cues of the individuals in the room and role-model positive non-verbal communication skills. For example, mimicking and turn-taking with a toddler, attempting to press buttons on a cause and effect toy or role-modeling appropriate use of play materials with a child.</p> <p><input type="checkbox"/> Provider uses teachable moments to further develop positive social behaviours The provider is able to reinforce the positive social behaviours of the children by encouraging the children “in the moment”. For example, the provider supports the development of self-regulation in children.</p>	<p>1</p> <p>2</p> <p>3</p>

7. Interactions (continued)

Intent: The Provider is aware at all times the location of all children in care. They balance interactions with the children while ensuring their safety.

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
b) Supervision of Children	<p><input type="checkbox"/> Provider unaware of the location of the children The provider is unaware of what the children are doing. For example, a child hiding in the closet or standing on the table.</p> <p><input type="checkbox"/> Provider is unable to balance supervision with interactions The provider is unable to manage between supervision and interactions. The provider either focuses on interactions with a small group of children or solely supervising and not interacting with any children.</p> <p><input type="checkbox"/> Provider positions themselves with their back to the children The provider has their back turned to the children or are busy with cleaning/paper work instead of supervising the room.</p>	<p><input type="checkbox"/> Provider positions themselves so all children are supervised The provider always positions themselves so that they have a view of all the children.</p> <p><input type="checkbox"/> Provider scans the area at all times The provider scans the room to ensure the safety of the children.</p> <p><input type="checkbox"/> Evidence the Home Visitor reviews supervision requirements annually There is documentation recorded that the Home Visitor reviews the supervision expectations each year. For example, documented on a visit report or on an annual sign off form.</p>	<p><input type="checkbox"/> Supervision is conducted in a non-disruptive manner The provider is able to supervise the children without disrupting their play. For example, the children can continuously play with materials as the provider prepares lunch and children are not asked to stop what they are doing.</p> <p><input type="checkbox"/> Provider anticipate situations to support children’s interactions and activities The provider is aware of the children’s behaviours and is able to anticipate situations. The provider is observed supporting the children’s individual needs to ensure positive interactions and outcomes.</p>	<p>1</p> <p>2</p> <p>3</p>

7. Interactions (continues)

Intent: The Provider observes children throughout the day. The cues of the children are followed and interactions encourage children to extend their learning with activities that interest them. Children are provided choices, time and materials so they may follow their own learning goals.

Inspiring Pedagogy: “Being attuned and responding to children’s varied cues and communications.” (HDLH, p. 43)

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
c) Foster Children’s Independence	<p><input type="checkbox"/> Provider does not provide time for children to complete tasks The provider does not allow children the time to complete tasks and activities. Children are rushed through routines or are not allowed to complete activities at their own pace.</p> <p><input type="checkbox"/> Provider does not allow children to make their own decisions The provider makes all decisions for the children. For example, the provider decides which learning experience the child will participate in or the provider does not allow a child to leave the small group activity.</p>	<p><input type="checkbox"/> Children are provided with choices The provider gives children the opportunity to make their own choices. For example, children can play freely with floor toys or participate in an art activity.</p> <p><input type="checkbox"/> Provider consistently follow the children’s cues The provider follows the children’s cues. The provider is aware of the children’s individual needs and personalities.</p> <p><input type="checkbox"/> Provider encourages developmentally-appropriate self-help skills The provider encourages children to try and complete tasks on their own. For example, the provider lets the child put on their own coat or encourages children to feed themselves with a spoon/fork.</p>	<p><input type="checkbox"/> Provider responds to children’s interests The provider responds to children’s interests. The provider is able to bring in resources that further enhance the children’s skills and/or interests. For example, the provider has made different types of toy trains and vehicles for the children interested in trains, or provided different materials that a child can bang like a drum.</p> <p><input type="checkbox"/> Provider creates opportunities for self-help skills For example, the provider provides dress-up clothes for children that would allow them to practice getting dressed and undressed.</p>	<p>1</p> <p>2</p> <p>3</p>

7. Interactions (continues)

Intent: The provider interacts with children in a way that fosters self-esteem. They use the child’s name to support self-identity. The Provider supports the children as they learn to self-regulate their emotions and to recognize empathy. For example, when a child is crying the Provider says “I see that you are upset” and not “stop crying you are fine”. They help children to identify and label their emotions.

Inspiring Pedagogy: “Facilitating successful communication between children by helping children listen to and express themselves to one another.” (HDLH, p. 43)

Inclusive practice: all children in care should be able to participate in all activities. For example, a non-inclusive practice would be to sit a child with a food allergy away from the rest of children.

Real name: using an alternate name for the child other than their given name is acceptable, however, terms of endearment such as honey, sweetie or baby is not appropriate)

Section One: Children’s Program and Environment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
<p>d) Supporting the Development of Self-Esteem</p>	<p><input type="checkbox"/> Provider does not demonstrate inclusive practice The provider is segregating or excluding children from the group. For example, a child eating on their own due to allergies or behaviours, or children being excluded based on physical needs.</p> <p><input type="checkbox"/> Provider gives too many directions for a child to follow successfully The provider gives multi-step directions that are not developmentally-appropriate and too difficult for the child to follow.</p>	<p><input type="checkbox"/> Provider demonstrates encouragement The provider encourages the children and/or shows support for the children.</p> <p><input type="checkbox"/> Provider role-models how to accomplish tasks The provider shows children how to succeed at completing tasks without doing it for the children. For example, the provider models how to put on their own coat or scraping own plate.</p> <p><input type="checkbox"/> Provider addresses children by their real name The provider should address children by the name identified by the parent. General terms of endearment such as “Baby”, “Sweetie”, or “Honey” are discouraged.</p>	<p><input type="checkbox"/> Provider supports children to express their own emotions The provider supports the children to understand their emotions. For example, the provider comforts and acknowledges the emotions of a child who lost a toy, and discusses the different feelings of sadness and anger.</p> <p><input type="checkbox"/> Provider encourages children to identify the emotions of others. The provider labels the emotions as well as role-model support for the children. For example, the provider explains to an inquiring child why one of the children is crying.</p>	<p>1</p> <p>2</p> <p>3</p>

7. Interactions (continues)

Intent: The Provider use developmentally-appropriate strategies to support the behaviour management of the children. They role-model positive guidance strategies and encourage children to problem solve. They are aware of the individual behaviours of the children in their care and can anticipate potential situations.

Inspiring Pedagogy: “Educators can support developing self-regulation skills by, for example, responding in a calming manner to an infant’s distress and supporting self-soothing behaviours; helping toddlers use language to express their wants and needs; and helping older children to recognize stressors and develop the ability to manage their own arousal states.” (HDLH, p. 33)

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score	
	1	2	3		
e) Behaviour Guidance	<input type="checkbox"/> Provider does not explain consequences in a calm manner The provider explains consequences in an abrupt, harsh manner. For example, speaking to a child in an angry tone regarding an incident with another child.	<input type="checkbox"/> Provider uses developmentally-appropriate strategies The provider uses developmentally-appropriate re-direction strategies. For example, when a child is taking dolls from other children, the provider explains why they cannot take those dolls and provides an alternate doll.	<input type="checkbox"/> Provider responds to all children involved in an incident, to resolve the issue in a calm manner The provider responds to all children involved in an incident and resolves the issue in a calm manner	1	
	<input type="checkbox"/> Provider does not reinforce positive behaviour The provider is not reinforcing, acknowledging or supporting positive behaviours exhibited by the children.			<input type="checkbox"/> Provider adapts expectations based on the individual needs of the children The provider is 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.	2
	<input type="checkbox"/> Provider does not follow through with strategies The provider is not following through with strategies. For example, children are fighting over a toy and the provider tells them to share and take turns and then moves on to another activity and is not monitoring the situation.			<input type="checkbox"/> Provider encourages turn taking/sharing The provider role-models turn taking and/or sharing. The provider stays with the children while role-modeling the strategies to ensure the children understand the process and are successful.	3

7. Interactions (continues)

Intent: The Provider balances verbal/non-verbal interactions with children, providing experiences and opportunities to assist in extending learning with all children. They play with and role-model positive social interactions for the children.

Inspiring Pedagogy: “Support children’s language and literacy development throughout the environment (e.g., recall and retell past events; revisit documentation with children; place familiar print materials and books in different areas to spark ideas for play and exploration).” (HDLH, p. 44)

Section One: Children’s Program and Environment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1	2	3	
<p>f) Supporting Communication and Extending Children’s Learning</p>	<p><input type="checkbox"/> Provider solves the children’s problems immediately The provider solves problems for the children. For example, two children fighting over the same toy and the provider always steps-in and resolves the issue.</p> <p><input type="checkbox"/> Provider misses opportunities to build children’s knowledge The provider ignores opportunities to extend children’s learning. For example, child is playing with shape sorter and starts labeling shapes and provider does not identify shapes that may be around the child in the environment.</p>	<p><input type="checkbox"/> Provider supports the children’s learning The provider supports children’s learning. For example, becoming engaged in the children’s activity and adding new vocabulary and/or materials to extend the learning opportunity.</p> <p><input type="checkbox"/> Provider extends children’s vocabulary The provider uses language wherever possible to extend children’s vocabulary. For example, when a child gestures to an object the provider is labeling.</p> <p><input type="checkbox"/> Provider is observed participating in play with children The provider actively participates in the activities with children. For example, the provider is sitting with a child helping to build with blocks.</p>	<p><input type="checkbox"/> Provider recalls past experiences to extend current learning opportunities The provider recalls past activities or experiences and links them to new learning opportunities. For example, while playing in the sandbox with diggers and other construction props, the provider recalls the time they went for a walk in the community and encountered some construction occurring on a local street.</p> <p><input type="checkbox"/> Provider extends verbal/non-verbal interactions with materials The provider uses play materials to extend language opportunities. For example, using finger puppets while singing songs.</p>	<p>1</p> <p>2</p> <p>3</p>