

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	❶ or ❷	❸	❹ or ❺	
1. Daily and Visual/Auditory Schedules	<input type="checkbox"/> Daily Schedule is not posted <input type="checkbox"/> Daily Schedule does not balance between structure and flexibility Daily Schedule does not indicate time is planned for: <input type="checkbox"/> Indoor play <input type="checkbox"/> Child and educator-initiated learning experiences <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Outdoor play	<input type="checkbox"/> Visual/Auditory Schedule is accessible <input type="checkbox"/> Photographs in Visual/Auditory Schedule include children in the program <input type="checkbox"/> Visual/Auditory Schedule is seasonally adjusted	<input type="checkbox"/> Daily Schedule is seasonally adjusted <input type="checkbox"/> Daily Visual/Auditory Schedule is referred to <input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule	<div>❶</div> <div>❷</div> <div>❸</div> <div>❹</div> <div>❺</div>

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	1 or 2	3	4 or 5	
2. Program Plan	<input type="checkbox"/> Program plan does not cover the entire time children are in attendance	The following learning areas are planned and/or documented:	<input type="checkbox"/> Evidence of formal programming time given to educators	1
	<input type="checkbox"/> Each room does not have its own program plan	<input type="checkbox"/> One language and literacy daily <input type="checkbox"/> One sensory daily <input type="checkbox"/> One music and movement weekly <input type="checkbox"/> One art daily	<input type="checkbox"/> Supervisor reviews program plans and signs them weekly	2
	<input type="checkbox"/> External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs	<input type="checkbox"/> One cognitive daily <input type="checkbox"/> One block weekly	<input type="checkbox"/> Information is accessible to families on curriculum model	3
	<input type="checkbox"/> A current program plan is not posted	<input type="checkbox"/> Evidence that individual goals of children are incorporated into the program plan		4
		<input type="checkbox"/> Current program plan includes descriptions of the learning opportunities		5

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3. Learning Experiences	<input type="checkbox"/> Learning experiences offered are not responsive to the developmental needs of the children <input type="checkbox"/> Learning experiences do not promote choice for children <input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences	<input type="checkbox"/> Evidence of opportunities to discuss developmental progress with families <input type="checkbox"/> Standardized Developmental Screening tool is completed for all children	<input type="checkbox"/> Photo documentation of learning experiences available <input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly <input type="checkbox"/> Activity resources accessible for families <input type="checkbox"/> Portfolios regarding each child's development are accessible to families	1
				2
				3
				4
				5

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	1 or 2	3	4 or 5	
4. Indoor Physical Environment	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> Adults remove outdoor shoes before entering the room	<input type="checkbox"/> Two or more educational play materials reflecting sociocultural identities are accessible in two areas	1
	<input type="checkbox"/> The play environment is not accessible throughout the day	<input type="checkbox"/> Room set up allows for supervision of children	<input type="checkbox"/> Child height windows in door/walls to see out	2
	<input type="checkbox"/> Space is not available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings	<input type="checkbox"/> Safe mirror at child's eye level in the playroom	<input type="checkbox"/> Dressing table/bench accessible to families	3
	<input type="checkbox"/> Floor space with suitable floor coverings is not available	<input type="checkbox"/> Shoe coverings available for families and educators	<input type="checkbox"/> Time is scheduled daily for educators to prepare materials in advance of learning experiences	4
	<input type="checkbox"/> Environment is not adjusted to meet the needs of children	<input type="checkbox"/> Mirror includes pull-up bar	<input type="checkbox"/> Two or more educational play materials reflecting people with a wide range of abilities and disabilities are accessible in two areas	5
	<input type="checkbox"/> Safe storage space available for equipment/toys and materials			

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5. Displays	<ul style="list-style-type: none"> <input type="checkbox"/> More than half of the children's artwork is product oriented, not process oriented <input type="checkbox"/> Displays are not responsive to the developmental needs of the children <input type="checkbox"/> Less than three displays include children's own artwork as well as adult-made and/or commercial materials <input type="checkbox"/> Less than two displays do not include sociocultural identities <input type="checkbox"/> Displays are not at child's eye level 	<p>Displays are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Socioculturally appropriate and free of bias <input type="checkbox"/> Reflective of children's recent activities <input type="checkbox"/> Displays are arranged in an inclusive manner <input type="checkbox"/> Two or more displays include family structures <input type="checkbox"/> Displays include children in the room participating in learning experiences <input type="checkbox"/> Two or more displays include people with wide range of abilities and disabilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays promote inclusion in daily living <input type="checkbox"/> Two or more displays are in more than one language <input type="checkbox"/> Displays include family involvement in activities and/or events 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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6. Art & Sensory	<ul style="list-style-type: none"> ❑ No equipment for art learning experiences ❑ No materials for art learning experiences ❑ Art opportunities not available throughout the day ❑ No materials for sensory learning experiences ❑ Sensory opportunities are not available throughout the day 	<ul style="list-style-type: none"> ❑ Three or more sensory equipment and/or materials that are responsive to the developmental needs of the children are accessible ❑ Three or more art materials reflect sociocultural identities through a range of skin tones ❑ Permanent sensory equipment is accessible to children in the play environment 	<ul style="list-style-type: none"> ❑ Sensory learning experiences are planned and/or documented weekly to reflect different senses ❑ Two or more planned and/or documented sensory learning experiences occur daily ❑ Two or more art learning experiences planned and/or documented daily 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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7. Books, Language and Literacy	<input type="checkbox"/> Books for rotation are not available	<input type="checkbox"/> Two books for each child enrolled that are responsive to the developmental needs of the children are accessible	<input type="checkbox"/> Homemade books are accessible	1
	<input type="checkbox"/> Educators do not verbally label objects and actions	<input type="checkbox"/> Two or more language and literacy toys or puzzles are accessible	<input type="checkbox"/> Toy bins and shelves are labelled with words and pictures	2
	<input type="checkbox"/> Area does not include soft seating and/or cushions for sitting	<input type="checkbox"/> Three or more books which include sociocultural identities are accessible	<input type="checkbox"/> Three or more books which include people with a wide range of abilities and disabilities are accessible	3
	<input type="checkbox"/> Books are not accessible for independent use	<input type="checkbox"/> Children have exposure to different languages		4
	<input type="checkbox"/> Educators do not read to children daily	<input type="checkbox"/> Two or more books which include people with a wide range of abilities and disabilities are accessible		5
	<input type="checkbox"/> Less than three books contain real images of people and/or objects	<input type="checkbox"/> Language and literacy opportunities are integrated into one other area		

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

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	❶ or ❷	❸	❹ or ❺	
9. Physical Literacy	<ul style="list-style-type: none"> ❑ Designated safe space for indoor physical play learning experiences is not available ❑ Educators are not engaged in planned and/or documented physical play learning experiences with the children ❑ Less than two types of gross motor equipment are accessible to children in the room 	<ul style="list-style-type: none"> ❑ Daily planned/or documented physical play learning experience ❑ Physical play learning experiences are planned and/or documented to ensure all children are able to participate 	<ul style="list-style-type: none"> ❑ Physical play learning experiences are planned and/or documented for both the morning and afternoon ❑ Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon 	1 2 3 4 5

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10. Cognitive & Manipulative and Science & Nature	<input type="checkbox"/> Materials are not available for rotation <input type="checkbox"/> Cognitive and manipulative materials are not accessible <input type="checkbox"/> Materials are not responsive to the developmental needs of the children	<input type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible <input type="checkbox"/> Science and nature materials that are responsive to the developmental needs of the children are accessible <input type="checkbox"/> Two complete toys for each child enrolled are accessible	<input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly <input type="checkbox"/> Opportunities to experience natural objects <input type="checkbox"/> Three or more science and nature equipment and/or materials that are responsive to the developmental needs of the children are accessible	1
				2
				3
				4
				5

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	1 or 2	3	4 or 5	
11. Blocks & Construction and Pretend Play	<input type="checkbox"/> Pretend play accessories and equipment are in poor condition	<input type="checkbox"/> Accessories and equipment reflect sociocultural identities	<input type="checkbox"/> Block and construction materials include three or more textures	1
	<input type="checkbox"/> Pretend play accessories and equipment are not responsive to the developmental needs of the children	<input type="checkbox"/> Three or more block and construction materials are accessible	<input type="checkbox"/> Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus	2
	<input type="checkbox"/> Block and construction materials are not accessible	<input type="checkbox"/> Three or more block and construction accessories are accessible	<input type="checkbox"/> Three or more accessories reflect sociocultural identities.	3
	<input type="checkbox"/> Block and construction accessories are not accessible	<input type="checkbox"/> Pretend play area includes real items that are responsive to the developmental needs of the children		4
	<input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled			5

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	1 or 2	3	4 or 5	
12. Routine Care Practices	<input type="checkbox"/> A daily information chart is not completed for each child	<input type="checkbox"/> Evidence of documentation for each child's interactions and/or learning experiences during the day	<input type="checkbox"/> Daily information chart is available to be taken home	1
	<input type="checkbox"/> Daily information chart is not reviewed with families	<input type="checkbox"/> Educators are following children's physical cues	<input type="checkbox"/> Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development	2
	<input type="checkbox"/> Children's individual schedules are not available		<input type="checkbox"/> Children's individual schedules are followed by educators	3
	<input type="checkbox"/> Educators repeatedly are not following children's physical cues			4
				5

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

[illegible]

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15. Cribs and Bedding	<input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cribs in poor condition <input type="checkbox"/> Cribs are not designated <input type="checkbox"/> Sheets are not changed once a week, or sooner if needed	<input type="checkbox"/> Mattresses are disinfected weekly <input type="checkbox"/> Areas above cribs are free of storage <input type="checkbox"/> Cribs are not used for storage <input type="checkbox"/> Sleeping area is monitored	<input type="checkbox"/> Brief description of how each child goes to sleep is accessible <input type="checkbox"/> Resting environment includes soft music and dimmed lighting	1
				2
				3
				4
				5

[illegible]

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	① or ②	③	④ or ⑤	
17. Educators and Children's Hand Hygiene	<input type="checkbox"/> Insufficient supplies are accessible to ensure hand washing is conducted in a hygienic manner	<input type="radio"/> Current Regional Public Health hand sanitizing procedures are posted	<input type="checkbox"/> A sink is accessible in the room	1
	<input type="checkbox"/> Current Regional Public Health hand-washing procedures are not posted	<input type="checkbox"/> Evidence Supervisor reviews hand-washing expectations with educators	<input type="checkbox"/> Real photographs are used for visual and auditory hand-washing procedure	2
	<input type="checkbox"/> Current Regional Public Health hand-washing procedures are not followed			3
				4
				5

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18. Transitions and Attendance Verification	<input type="checkbox"/> Educators do not prepare children prior to transitions	<input type="checkbox"/> Arrival and departure times are completed in pen	<input type="checkbox"/> Written verification of attendance after each group transition	1
	<input type="checkbox"/> Children's arrival and departure times are not always recorded on the main attendance record	<input type="checkbox"/> Transitions are conducted in a smooth and seamless manner	<input type="checkbox"/> Transition play materials are available	2
	<input type="checkbox"/> Educators are not the recorders of the children's arrival and departure times	<input type="radio"/> Portable attendance travels with each group		3
	<input type="checkbox"/> Extended waiting during transitions	<input type="checkbox"/> Attendance is verbally verified after educator transitions		4
	<input type="checkbox"/> Positive interactions do not occur between educators and children during transitions	<input type="radio"/> Small groups of children who have left the room are reflected on the main attendance record		5

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19. Positive Atmosphere	<input type="checkbox"/> Educators shout at children	<input type="checkbox"/> All educators direct positive attention to all children	<input type="checkbox"/> All educators model positive non-verbal communication skills	1
	<input type="checkbox"/> Educators repeatedly do not model appropriate positive social behaviour	<input type="checkbox"/> All educators maintain a positive tone of voice	<input type="checkbox"/> All educators display empathy	2
	<input type="checkbox"/> Educators are repeatedly not welcoming		<input type="checkbox"/> All educators use teachable moments to further develop positive social behaviours	3
	<input type="checkbox"/> Educators are impatient			4
				5

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

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	1 or 2	3	4 or 5	
21. Foster Children's Independence	<input type="checkbox"/> Educators repeatedly do not encourage self-help skills that are responsive to the developmental needs of the children	<input type="checkbox"/> Children are provided with choices	<input type="checkbox"/> Children are provided with choices within their interests	1
	<input type="checkbox"/> Educators repeatedly do not allow children to make their own decisions	<input type="checkbox"/> All educators consistently follow the children's cues	<input type="checkbox"/> All educators respond to children's interests	2
	<input type="checkbox"/> Educators repeatedly do not provide time for children to complete tasks			3
				4
				5

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	1 or 2	3	4 or 5	
22. Supporting the Development of Self-Esteem	<input type="checkbox"/> Educators do not demonstrate inclusive practice <input type="checkbox"/> Educators repeatedly give too many directions for a child to follow successfully <input type="checkbox"/> Educators repeatedly do not acknowledge children's emotions appropriately	<input type="checkbox"/> All educators role-model how to accomplish tasks <input type="checkbox"/> All educators address children by their real name	<input type="checkbox"/> All educators assist children to process their own emotions <input type="checkbox"/> All educators encourage children to identify the emotions of others <input type="checkbox"/> All educators focus encouragement on how the tasks are completed	1
				2
				3
				4
				5

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	1 or 2	3	4 or 5	
23. Behaviour Guidance	<input type="checkbox"/> Educators are physically abrupt with children <input type="checkbox"/> Educators repeatedly do not reinforce positive behaviour <input type="checkbox"/> Educators repeatedly do not use redirection strategies that are responsive to the developmental needs of the children	<input type="checkbox"/> All educators use appropriate behaviour guidance strategies <input type="checkbox"/> All educators model turn taking/sharing	<input type="checkbox"/> All educators adapt expectations based on the individual needs of the children <input type="checkbox"/> All educators respond to all children involved in an incident, to resolve the issue in a calm manner	1
				2
				3
				4
				5

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	1 or 2	3	4 or 5	
24. Supporting Communication and Extending Children's Learning	<input type="checkbox"/> Educators repeatedly do not build on or expand on verbal/non-verbal interactions	<input type="checkbox"/> All educators support children to follow through with strategies	<input type="checkbox"/> All educators extend verbal/non-verbal interactions with materials	1
	<input type="checkbox"/> Educators repeatedly solve the children's problems immediately	<input type="checkbox"/> All educators are observed participating in play with children	<input type="checkbox"/> All educators extend children's vocabulary	2
	<input type="checkbox"/> Educators repeatedly miss opportunities to build children's knowledge	<input type="checkbox"/> All educators support the children's learning		3
				4
				5