

## FAMILY CHILD CARE HOME QUALITY ENVIRONMENT ASSESSMENT

### PROGRAM PLANNING OF DAILY ACTIVITIES

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**The family child care home provides opportunities for children to make choices and explore their own interests.**

- |   |   |   |    |  |
|---|---|---|----|--|
| 0 | 3 | 6 | a. | There is evidence that the provider is utilizing a state-approved curriculum.  |
| 0 | 3 | 6 | b. | The written schedule/routine (times should be included) is posted and lesson plans include a balance of activities in the following areas: <ul style="list-style-type: none"> <li>• Gross Motor (large muscle)</li> <li>• Fine Motor (small muscle)</li> <li>• Language/Reading</li> <li>• Discovery/Science/Sensory</li> <li>• Creative Art</li> <li>• Music and Movement</li> </ul>      |
| 0 | 3 | 6 | c. | There is evidence that the schedule/routine is being followed. A minimum of one continuous hour of child initiated center time is provided in the morning between 8:30 and lunch. Provider is flexible enough to change the planned or routine activities according to the needs of the children. The provider follows the children's lead, taking advantage of those "teachable moments." |

**COMMENTS:**

### PHYSICAL ENVIRONMENT, MATERIALS AND EXPERIENCES

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**The family child care home is welcoming and comfortable with enough materials and experiences to engage children's interests in a variety of ways.**

- |   |   |   |    |   |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | The indoor environment is clean and in good repair. The toys, walls, carpeting, furniture, beds, mats and bathrooms are clean. The environment has no evidence of peeling paint and has no ripped, heavily stained or soiled carpets and is insect free. The environment has toys and furniture arranged in an orderly fashion allowing for movement. |
| 0 | 3 | 6 | b. | The areas of the home used by children are welcoming and friendly, providing a family-like environment, a preschool-like environment or a combination of both.  |
| 0 | 3 | 6 | c. | The furniture used by children is appropriate for their age and size.   |
| 0 | 3 | 6 | d. | Toys and materials are in good working order and are organized in containers on shelves that allow children to see the options, make choices and take responsibility for returning materials. Containers and/or shelves are labeled with words and pictures.  |

## COMMENTS:

**The provider offers materials and activities that build upon the interests and skills of the children.**

There are sufficient numbers of materials/experiences so that each child in care has a minimum of one available and accessible developmentally appropriate experience in each of these areas of development: gross and fine motor, language/reading, discovery/science/sensory, creative art, and imaginative play.

## GROSS MOTOR (LARGE MUSCLE) DEVELOPMENT

**At least one item/experience from four different functions is available and accessible for each age group in care.** An item/experience can only count for one function.

0 3 6

### Infant Functions

- a. Reaching – activity box, crib gym, etc.
- b. Climbing – pillows, foam cushions, indoor slide, etc.
- c. Pushing – popper, market basket, stroller, etc.
- d. Pulling – stringed pull toys, wagon, etc.
- e. Crawling through/under – boxes, tunnel, etc.
- f. Cruising – holding onto a table, shelving, chairs, etc. Walkers are not to be used.  
*Crawling and cruising are always a part of the environment but not to be counted as equipment for the above function.*

0 3 6

### Toddler and Two Year Old Functions

- a. Climbing – stairs, small gym, etc.
- b. Pushing – doll carriage, shopping cart, mowers, poppers, etc.
- c. Pulling – pull toys, wagon, etc.
- d. Crawling through/under – boxes, tunnel, table, etc.
- e. Stacking – boxes, blocks, etc.
- f. Throwing – soft balls, balled newspaper, bean bags, etc.
- g. Riding – riding toys, kiddie cars, pony on wheels, etc.
- h. Rocking – rocking horse, rocking chair, rocking boat, etc.

0 3 6

### Preschool and School Age Functions

- a. Throwing – balls, frisbees, ring toss, horseshoes, etc.
- b. Jumping – hula hoops, jump ropes, basketball, hopscotch, etc.
- c. Climbing – climbers, tree houses, forts, etc.
- d. Balancing – balance beam, board, painted lines, etc.
- e. Swinging/Sliding

## COMMENTS:

## FINE MOTOR (SMALL MUSCLE) DEVELOPMENT

At least one item/experience from four different functions is available and accessible for each age group in care. An item/experience can only count for one function.

0 3 6

### Infant Functions

- a. Grasping – clutching balls, bean bags, rattles, small blocks, etc.
- b. Touching – textured items, feely books, water play, etc.
- c. Turning – activity boxes, toys with turning knobs, etc.
- d. Fitting Together – snap beads, stacking toys, nesting toys, etc.
- e. Filling and Dumping – containers with objects, etc.
- f. Pounding – pounding bench, plastic bowls, xylophone, etc.
- g. Tracking – anything that moves.
- h. Cause and Effect – pop-up flip box, jack-in-the box.
- i. Eye-Hand Coordination – shape sorter, stacking rings, giant pegs, etc.

0 3 6

### Toddler and Two Year Old Functions

- a. Grasping – squeeze toys, small stuffed animals, bean bags, rattles, small blocks etc.
- b. Pounding – pounding bench with hammer, dishes with spoons, xylophone, pots and pans with spoons, etc.
- c. Turning – telephone dial, toys with turning knobs, toy radio, and containers with screw lids, etc.
- d. Fitting Together – puzzle, pop beads, etc.
- e. Filling and Dumping – sand and water, containers with objects, bucket of balls/beanbags, etc.
- f. Pouring – sand, water, etc. (beans, rice and other small items are not appropriate)
- g. Cause and Effect – busy box, jack-in-the box, etc.
- h. Eye-Hand Coordination – shape sorter, stacking rings, pegs and peg board, etc.
- i. Stacking – stacking toys, nesting toys, rings, boxes, etc.
- j. Matching – colors, shapes, size, etc. (any set of objects that can be matched by characteristics)

0 3 6

### Preschool and School Age Functions

- a. Sorting/Classifying – items that can be sorted or classified by color, size, shape, lotto games, file folder games, etc.
- b. Matching – objects that can be matched by characteristics, pegs and peg boards, puzzles, file folder games, etc.
- c. Math Readiness – beads and laces, sequence puzzles or boards, patterning activities, file folder games, etc. These items can also be kept in the discovery center.
- d. Eye-Hand Coordination – pegs and peg boards, lacing sets, puzzles, locks, tracking maze, etc.
- e. Self-help – dress-up dolls, boards, etc. that provide experiences for buttoning, zipping, snapping, etc. Two (2) dress-up dolls with multiple self-help functions can be counted.
- f. Stacking/Nesting – items that can be stacked or that nest inside one another, etc.

## COMMENTS:

## LANGUAGE/READING DEVELOPMENT

**At least one item/experience from four different functions is available and accessible for each age group in care.** An item/experience can only count for one function.

0 3 6

### Infant Functions

- a. The classroom has at least three (3) age appropriate books available per child (e.g. 4 infants will require 12 books).
- b. Looking – mobiles, small hand mirrors, pictures, action toys, bright colorful wall hangings within eye contact of the infant, activity blankets, etc.
- c. Talking – dolls, telephones, puppets, photographs, wall mirrors at infant’s eye level.
- d. Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.  
*One of the three (3) listening items is a variety of at least six (6) appropriate records, and /or tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment.*

0 3 6

### Toddler and Two Year Old Functions

- a. The environment has a minimum of two (2) age-appropriate books per child and are accessible to children. An additional six (6) books are available to provider. There is a minimum of two (2) types of books, which could include, but are not limited to: cloth, hard cardboard, plastic, and teacher-made books.
- b. Looking – mobiles, small hand mirrors with safety glass, pictures, action toys, bright colorful wall hangings within eye contact of the toddlers, magazines, flannel boards, pets, photographs, etc.
- c. Talking – dolls, puppets, telephones, photographs, wall pictures, flannel boards with accessories, etc.
- d. Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.  
*One of the three (3) listening items is a variety of at least six (6) appropriate records, and /or tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment.*

0 3 6

### Preschool and School Age Functions

- a. Talking – dolls, puppets, telephones, photographs, wall pictures, flannel boards with accessories, small hand-held mirrors etc.
- b. Listening – records/tapes/CDs with record/tape/CD player, music boxes, etc.  
*One of the three (3) listening items/experiences is a variety of at least six (6) appropriate records, and/or tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment.*
- c. Reading Exploration – a minimum of three (3) books per child should be displayed in an inviting manner so that children can see their covers (at least fifteen (15) age appropriate books in good repair and accessible to the children). There is a minimum of four (4) types of age appropriate books, which include, but are not limited to big books, quality literature books, children’s storybooks, teacher-made books and books written by the children.
- d. Writing Experimentation – a variety of writing materials is accessible to children that encourages scribbling, drawing, copying, inventive spelling, etc. Children are provided with appropriate sized pencils, crayons, markers, clipboards, paper, etc.
- e. Reading Readiness – file folder games, sequencing puzzles, patterning activities, story sequencing, form boards, shape sequencing, etc.
- f. Computer – (optional) must have developmentally appropriate software and a time limit for participation not to exceed 10 minutes.

**COMMENTS:**

**DISCOVERY/SCIENCE/SENSORY EXPERIENCES**

**Infant, Toddler, Two Year Old, Preschool and School Age Functions**

*At least two (2) different items/experiences are available and accessible for **each** category. Items/experiences may only be counted for one category.*

- |   |   |   |  |
|---|---|---|--|
| 0 | 3 | 6 | a. Measuring – items for pouring, scale and items to weigh, rulers, measuring cups and spoons with items to measure, nesting cups, etc.  |
|   |   |   | b. Observing – natural substance, magnifying glass and things to look at, microscope and slides, binoculars, kaleidoscope, etc.  |
|   |   |   | c. Problem Solving – simple experiments, sink/float experiences, magnets and items to use with them, scale and objects to weigh, counting frames/experiences, etc.   |
|   |   |   | d. Classifying – objects that can be sorted and classified by size, shape, color, likeness and differences, etc.   |
|   |   |   | e. Exploring – a fluid/sensory play experience is offered daily involving a medium and appropriate accessories is required, but may be found elsewhere in the home. Additional experiences could include a sensory experience, indoor gardening, pet care, etc, in the discovery area. |

**COMMENTS:**

**BLOCKS**

**Infant, Toddler, Two Year Old, Preschool and School Age Functions**

*A minimum of one hundred (100) unit blocks are required for “constructing”. At least two (2) different types of items are available and accessible for each of the other categories. Items may only be counted for one category. Blocks need to be accessible to the children during free-choice time.*

- |   |   |   |  |
|---|---|---|--|
| 0 | 3 | 6 | a. Constructing – a minimum of 100 unit blocks.  |
|   |   |   | b. Creating Scenes – people/animal figures, with simple supporting materials (vehicles, barn), etc. to make familiar scenes.         |
|   |   |   | c. Engineering – Legos, tinker toys, Lincoln logs, erector sets, etc.  |
|   |   |   | d. Transporting – vehicles in a variety of sizes such as: cars, trucks, trains, buses, bulldozers, space ships, airplanes and boats. |

**COMMENTS:**

## CREATIVE ART EXPERIENCES

### Infant, Toddler, Two Year Old, Preschool and School Age Functions

*At least two (2) items/experiences are available for each category. Each item/experience may count for one category.*

- 0 3 6
- a. Stroking – items/experiences that support the stroking motion.  
***Painting is available daily and can take place either indoors or outdoors. If painting is offered on a surface other than the easel or is offered outdoors, the easel is set up in the home with chalk, markers, etc. instead of paint.***
  - b. Smearing – non-toxic shaving cream, paint, paste or glue, finger paint, etc.
  - c. Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc.
  - d. Tearing/Cutting – scissors, magazines, newspaper, wallpaper, tissue paper, etc.
  - e. Drawing/Scribbling – large crayons, large markers, large chalk, etc.
  - f. Crafting – a minimum of five (5) craft/collage items as well as paste/glue, etc. The paste/glue is usable. Children are given the opportunity to use the paste/glue independently and encouraged to do so.
  - g. Paper – an assortment, with a minimum of at least three (3) types of appropriately sized, at least 11”X17” paper, which could include, but is not limited to construction paper, drawing paper, easel paper, newspaper, wall paper, paper bags, etc. is available for creative activities. Reminder, the smaller the child, the BIGGER the paper!

### COMMENTS:

## IMAGINATIVE PLAY

### Toddler, Two Year Old, Preschool and School Age Functions

*At least six (6) dolls (to include multi-cultural dolls) are accessible in the home. At least two (2) different items/experiences are accessible for each of the other categories. Each item/experience may count for only one category.*

- 0 3 6
- a. Furniture – stove, sink, refrigerator, table and chairs. It could also have items such as, but are not limited to a doll bed, high chair, doll stroller, couch, etc.
  - b. Props - dishes, pots and pans, play food/containers. It could also have items such as but not limited to telephones, cleaning items, iron, ironing board, etc.
  - c. Dolls – six (6) soft bodied or washable/vinyl baby dolls, as well as simple removable doll clothes and accessories for caretaking, feeding, diapering, sleeping, etc.
  - d. Dress-up-clothes – items could include, but are not limited to hats, purses, shoes, accessories, etc. for men and women (neckties, necklaces, high heels are not appropriate for this age). Items must be clean and in good repair.

### COMMENTS:

## OUTDOOR EXPERIENCES

- 0 3 6 a. There is a minimum of two (2) play choices per child. The play area has open space for active movement, some play equipment and materials and places for open-ended exploration.
- 0 3 6 b. There are developmentally appropriate outdoor toys and experiences for infants.
- Gross (large muscle) motor – activity gyms, small slides, toys to reach for, push-pull toys, tunnels, etc.
  - Fine (small muscle) motor – grasping items, water play, filling/dumping, pounding, tracking, eye-hand coordination, cause and effect, etc.
- 0 3 6 c. Outdoor play equipment includes a minimum of two (2) developmentally appropriate gross motor opportunities, such as swinging, sliding, climbing, balancing, riding, throwing, etc.
- 0 3 6 d. At least one creative opportunity is provided for each age group, such as water play with toys, easel painting, water painting, sidewalk chalk, provider and children blowing bubbles, music experiences, outdoor gardening, toys or props that stimulates imaginative play.
- 0 3 6 e. The outdoor environment is safe and ready for children to play. Broken equipment has been repaired and the ground is free of trash and debris, fruit, animal feces, ants, etc. Fencing and gates are in good repair.

## COMMENTS:

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## HEALTH, SAFETY, and HYGIENE

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### The physical environment promotes good health for each child.

- 0 3 6 a. Provider maintains staff-child ratio in accordance with licensing standards (accreditation standards, if applicable).
- 0 3 6 b. Toys and surfaces are cleaned and disinfected as needed. Toys that are mouthed are picked up and put away for sanitizing.
- 0 3 6 c. Each child's bottles, cups and/or pacifiers are labeled with the child's name.
- 0 3 6 d. The child's environment is free from noxious odors. The diaper pail is tightly covered, not accessible to children.
- 0 3 6 e. The provider and children (including infants) wash their hands with soap and running water immediately before and after meals/snacks, toileting and after nose wiping. Paper towels, individual towels or air dryers are used for drying hands.
- 0 3 6 f. All floors used by the children are kept clean by sweeping, vacuuming and/or mopping as often as necessary.
- 0 3 6 g. Gloves are used while changing diapers. New gloves are used for each diaper change and are disposed of properly.
- 0 3 6 h. Diaper changing area is cleaned and sanitized after each diaper change.
- 0 3 6 i. When napping, an appropriate covering (such as blanket, towel, sheet, etc.) is available for each child. Mats and/or cots are covered with appropriate covering and coverings are stored in a sanitary manner.
- 0 3 6 j. Evidence of current certification in CPR and First Aid.
- 0 3 6 k. Children always sit down for meals and snack in appropriately sized chairs at a table or in high chairs. Appropriate eating and drinking utensils are introduced and used.
- 0 3 6 l. Food and allergy lists of all children enrolled in the family child care home are posted, visible and followed. If no allergies, list "NONE KNOWN".

## ASSESSMENT SUMMARY

Components	Points Possible	Initial Visit	%
Program Planning of Daily Activities	18		
Physical Environment, Materials & Experiences	132		
Health, Safety, and Hygiene	72		
Total	222		