

PRESCHOOL CLASSROOM QUALITY ENVIRONMENT ASSESSMENT

DEVELOPMENTAL PROGRAM

60

The DAILY ROUTINE encourages play, exploration and learning.

- 0 3 6 a. The child's daily routine will include the following: outdoor/indoor, quiet/active, individual, small group, large group and child initiated learning center activities. *An alternative plan offering large motor activities indoors is posted in the classroom for inclement weather days.*
- 0 3 6 b. There is evidence that the daily written routine is being followed. However, staff are flexible enough to change the planned program activities as well as the room arrangement according to the needs of the children. Staff follows the children's lead, taking advantage of those "teachable moments".
- 0 3 6 c. Staff conduct smooth transitions between activities, such as songs, finger plays, games, etc. Children are given advance notice so they can be prepared for change. Waiting is minimized.
- 0 3 6 d. The routine provides a minimum of one continuous hour of child initiated center time in the morning between 8:30 and lunch with an additional hour in the afternoon for extended day centers. (Block schedules are acceptable.)

COMMENTS:

LESSON PLANS reflect developmentally appropriate activities which are based on the children's interests and abilities.

- 0 3 6 a. The weekly lesson plan is current, visible, being followed and accessible for use. Plans for the last six (6) weeks are different, available and dated in ink. Plans can be modified to provide for spontaneity. Evidence of planned activities is observed.
- 0 3 6 b. The weekly lesson plan reflects developmentally appropriate activities and Includes, but is not limited to:
 - math readiness
 - music and movement
 - nutrition/food experiences weekly
 - language activities
 - sensory experiences
 - classical music (30 minute block, list music to be played)
 - reading readiness
 - science
 - creative expression
 - list books to be read*Some activities may extend more than one day.*

COMMENTS:

Criteria for CURRICULUM implementation reflect knowledge that young children learn through active manipulation of the environment and concrete experiences that contribute to concept development.

- 0 3 6 a. There is evidence that the provider is utilizing a state-approved curriculum.
- 0 3 6 b. Staff provide opportunities for children to see how reading and writing are useful by allowing them to see their words in print through experience charts, group stories, children's artwork and/or dictation allowing children to share their thoughts. Two (2) examples will be displayed at children's eye level and dated.
- 0 3 6 c. Staff provide opportunities for children to see that reading and writing are useful by providing a print rich environment with a variety of classroom charts, such as large tablets with stories or songs on them, letters of the alphabet, numbers, labeled items in classroom, etc.
- 0 3 6 d. There is evidence of daily creative materials.

COMMENTS:

PHYSICAL ENVIRONMENT

270

The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children and adults.

- 0 3 6 a. Space is arranged so children can work individually, together in small groups or in a large group. The indoor environment includes clearly defined areas for:
1. Language 3. Imaginative Play 5. Creative Art Expressions
2. Discovery 4. Blocks 6. Table Toys
- 0 3 6 b. Toys are in good working order and are readily accessible to children. They are organized on low, open shelves to promote independent use by children. Some items are duplicated to avoid conflicts between preschoolers.
- 0 3 6 c. Room items, play equipment and shelves are labeled with pictures and words.
- 0 3 6 d. The environment includes culturally diverse materials including gender, ethnic or disability acceptance providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc.

COMMENTS:

The INDOOR LEARNING ENVIRONMENT provides developmentally appropriate materials and equipment which is accessible to the children.

LANGUAGE DEVELOPMENT

At least three (3) different items are provided for each of the categories and are accessible for use. Each item may only count for one category.

- 0 3 6 a. Talking – dolls, telephones, puppets, photographs, wall pictures, flannel boards with accessories, small hand-held mirrors, etc.
- 0 3 6 b. Listening – records/tapes/CDs with record/tape/CD player, music boxes, 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. In open-classroom settings, where two (2) adjacent classrooms are separated by half of a wall, the two (2) classrooms may share a record/tape/CD player.

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| 0 | 3 | 6 | 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 must be in the classroom.) 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. |
| 0 | 3 | 6 | 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 and clipboards with paper. |
| 0 | 3 | 6 | e. | Reading Readiness – file folder games, sequencing puzzles, patterning activities, story sequencing, form boards, shape sequencing, etc. |
| 0 | 3 | 6 | f. | Computer – (optional) must have developmentally appropriate software and a time limit for participation not to exceed 10 minutes. |

COMMENTS:

DISCOVERY

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

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

COMMENTS:

BLOCKS

A minimum of one hundred (100) standard size unit blocks are required for “constructing.” At least three (3) 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.

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

COMMENTS:

IMAGINATIVE PLAY

The imaginative play area provides enough furniture and props in order for the children to engage in meaningful dramatic play. There is a minimum of two (2) experiences accessible for each child who can choose to play in this area at a given time. An item can only count for one category. The imaginative play area may be set up as a home living area, grocery store, beauty shop, post office, doctor's office, school room, restaurant, etc. If the area is set up as a home living area, it will have:

- 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.
- 0 3 6 b. Props – dishes, pots and pans, play food/containers. It could also have items such as, but are not limited to telephones, cleaning items, iron, ironing board, etc.
- 0 3 6 c. Dolls – six (6) soft bodied or washable/vinyl multi-cultural baby dolls, as well as simple removable doll clothes and accessories for caretaking, feeding, diapering, sleeping, etc.
- 0 3 6 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.

OR

If the area is converted into a different type of setting, identify the setting and the furniture and the props being used which help to provide the number of experiences necessary for children to be able to engage in meaningful dramatic play.

Setting: _____

- 0 3 6 a. Furniture: _____
- 0 3 6 b. Props: _____
- 0 3 6 c. Dolls – six (6) soft bodied or washable/vinyl multi-cultural baby dolls, as well as simple removable doll clothes and accessories for caretaking, feeding, diapering, sleeping, etc.
- 0 3 6 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:

CREATIVE ART EXPRESSION

At least three (3) items/experiences for each category are available and accessible each day. Items may be counted for one category only.

- 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 classroom with chalk, markers, etc. instead of paint.*
- 0 3 6 b. Smearing – non-toxic shaving cream, paint, paste or glue, finger paint, etc.
- 0 3 6 c. Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc.
- 0 3 6 d. Tearing/cutting – scissors, magazines, newspaper, wallpaper, tissue paper, etc.
- 0 3 6 e. Drawing – crayons, markers, chalk, etc.

- 0 3 6 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.
- 0 3 6 g. Paper – an assortment, with a minimum of at least three (3) types of appropriately sized, which could include, but is not limited to construction paper, drawing paper, easel paper, newspaper, wall paper, paper bags, etc. is available to staff in the classroom for creative activities. Reminder, the smaller the child, the BIGGER the paper!

COMMENTS:

CREATIVE MUSICAL EXPERIENCES

- 0 3 6 a. Rhythm band/musical instruments – there is a variety of instruments and enough for the number of children doing the activity to make a choice.
- 0 3 6 b. Provide time and space daily for dancing, movement activities, singing, listening to CD's and tapes.

COMMENTS:

TABLE TOYS

At least two (2) different types of items for each category are available and accessible each day. Item may count for one category. Items are stored in separate baskets or containers. All table toys are complete, clean and in good repair.

- 0 3 6 a. Sorting – classifying – items that can be sorted or classified by color, size, shape, lotto games, file folder games, etc.
- 0 3 6 b. Matching – objects that can be matched by characteristics, pegs and peg boards, puzzles, file folder games, etc.
- 0 3 6 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.
- 0 3 6 d. Eye-Hand coordination – pegs and peg boards, lacing sets, puzzles, blocks, tracking maze, etc.
- 0 3 6 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.
- 0 3 6 f. Stacking/nesting – items that can be stacked or that nest inside one another, etc.

COMMENTS:

The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it.

- 0 3 6 a. There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc.
- 0 3 6 b. There is a minimum of two (2) developmentally appropriate play experiences per child.

Outdoor toys include at least one developmentally appropriate item for each category. An apparatus with multiple functions, that is large enough for more than one child to use at a time may be counted for more than one function.

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| 0 | 3 | 6 | c. | Climbing – monkey bars, part of a multi-function apparatus, etc. that is appropriately sized for preschoolers. |
| 0 | 3 | 6 | d. | Swing or slide – appropriately sized for the children. |
| 0 | 3 | 6 | e. | Balancing – a balance beam, curb, board, painted lines, etc. that are appropriately sized. |
| 0 | 3 | 6 | f. | Creative Expression – fence or easel painting, sidewalk chalk, water painting, outdoor art, sand or water play, children blowing bubbles, music and/or dancing with accessories, outdoor gardening, etc. |
| 0 | 3 | 6 | g. | Outdoor toys may include materials/equipment accessible for each category and may be used individually or in groups: <ol style="list-style-type: none"> 1. Throwing – bouncing, rolling balls, beanbags, ring toss, etc. 2. Stacking – large cardboard blocks, boxes, etc. 3. Riding – tricycles, wagons, appropriately sized riding toys, etc. |

COMMENTS:

HEALTH, SAFETY and NUTRITION

36

The physical environment promotes good health for each child.

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| 0 | 3 | 6 | a. | Provider maintains staff-child ratio in accordance with licensing standards (accreditation standards, if applicable). |
| 0 | 3 | 6 | b. | The environment is free from noxious odors. Soiled items are placed in a plastic bag and closed securely. |
| 0 | 3 | 6 | c. | Staff and children wash their hands with soap and running water immediately before meals, after toileting, after nose wiping. Paper towels, air dryers are used to dry hands. |
| 0 | 3 | 6 | d. | 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 | e. | Food and allergy lists of all children in the center are posted in the classroom and are readily visible and followed. If no allergies, list "NONE KNOWN". |
| 0 | 3 | 6 | f. | Children sit in chairs at a table for meals and snacks. Food and drink are served together during the meal. Tables are washed before and after meals and snacks in a timely manner. Floors are also cleaned and free of debris. |

COMMENTS: