

TODDLER & TWOS CLASSROOM QUALITY ENVIRONMENT ASSESSMENT

DEVELOPMENTAL PROGRAM

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The developmental program encourages play, exploration and learning.

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|------------|----------------|--------------------|---------------------|--|-----------|-----------|----------------|---------------------|------------|---------------|---------------|--|----------|----------------|--------------------|--|
| 0 | 3 | 6 | a. | <p>A flexible daily program is planned, posted and readily available to provide a balance of activities in the following dimensions:</p> <table border="0" style="margin-left: 20px;"> <tr> <td>1. Indoor</td> <td>4. Active</td> <td>7. Large Motor</td> <td>10. Staff-Initiated</td> </tr> <tr> <td>2. Outdoor</td> <td>5. Individual</td> <td>8. Fine Motor</td> <td></td> </tr> <tr> <td>3. Quiet</td> <td>6. Small Group</td> <td>9. Child-Initiated</td> <td></td> </tr> </table> <p><i>An alternative plan offering large motor activities indoors is posted in the classroom for inclement weather days.</i></p> | 1. Indoor | 4. Active | 7. Large Motor | 10. Staff-Initiated | 2. Outdoor | 5. Individual | 8. Fine Motor | | 3. Quiet | 6. Small Group | 9. Child-Initiated | |
| 1. Indoor | 4. Active | 7. Large Motor | 10. Staff-Initiated | | | | | | | | | | | | | |
| 2. Outdoor | 5. Individual | 8. Fine Motor | | | | | | | | | | | | | | |
| 3. Quiet | 6. Small Group | 9. Child-Initiated | | | | | | | | | | | | | | |
| 0 | 3 | 6 | b. | <p>There is evidence that the daily program 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.</p> | | | | | | | | | | | | |
| 0 | 3 | 6 | c. | <p>Activities are available for individual or small groups while other children continue to play. Staff provide for individual and small sub-group participation in active learning/play opportunities which could include reading books, movement activities, singing, doing finger plays, or creative expression either individually or in small groups. Children are encouraged, but not forced to join in.</p> | | | | | | | | | | | | |
| 0 | 3 | 6 | d. | <p>Transitions between activities are conducted smoothly.</p> | | | | | | | | | | | | |

COMMENTS:

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

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|---|------------------------|---|----|---|-----------------------|----------------------|----------------------|------------------------|----------------------|---------------------|---|--|---|--|
| 0 | 3 | 6 | a. | <p>The weekly lesson plan is current, visible, being followed and accessible for use with plans for last six (6) weeks, available and dated in ink. Plans are modified for spontaneity and staff follow children's lead, allowing for "teachable moments." Lesson plans are an expression of children's activities during the day and not the same as the schedule. Evidence of planned activities is observed.</p> | | | | | | | | | | |
| 0 | 3 | 6 | b. | <p>The written lesson plan reflects developmentally appropriate activities and Includes, but is not limited to:</p> <table border="0" style="margin-left: 20px;"> <tr> <td>-gross and fine motor</td> <td>-creative expression</td> </tr> <tr> <td>-language activities</td> <td>-list books to be read</td> </tr> <tr> <td>-sensory experiences</td> <td>-music and movement</td> </tr> <tr> <td>-classical music (30 minute block, list music to be played)</td> <td></td> </tr> <tr> <td>-nutrition/food experience (with one experience monthly) (Twos)</td> <td></td> </tr> </table> <p>* Some activities may extend more than one day (Twos).</p> | -gross and fine motor | -creative expression | -language activities | -list books to be read | -sensory experiences | -music and movement | -classical music (30 minute block, list music to be played) | | -nutrition/food experience (with one experience monthly) (Twos) | |
| -gross and fine motor | -creative expression | | | | | | | | | | | | | |
| -language activities | -list books to be read | | | | | | | | | | | | | |
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| -nutrition/food experience (with one experience monthly) (Twos) | | | | | | | | | | | | | | |

COMMENTS:

The CURRICULUM encourages children to be actively involved as they experience developmentally appropriate activities.

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| 0 | 3 | 6 | a. | There is evidence that the provider is utilizing a state-approved curriculum. |
| 0 | 3 | 6 | b. | There is evidence of daily use of creative materials by observation of equipment, lesson plans and/or children's art work. |

COMMENTS:

PHYSICAL ENVIRONMENT

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

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|---|---|---|----|--|
| 0 | 3 | 6 | a. | Toys and manipulatives are readily accessible to children and organized to promote independent use. They are stored on shelves, labeled with pictures, so that children can clearly see choices. Additional toys for rotation may be stored elsewhere. |
| 0 | 3 | 6 | b. | The environment contains a soft play area which could include, but is not limited to throw rugs, blankets, quilts, mats, firm pillows, etc. |
| 0 | 3 | 6 | c. | 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. |
| 0 | 3 | 6 | d. | Children are given the freedom to move around in the indoor play area and are not restricted to cribs, playpens, infant seats or high chairs. Walkers are not appropriate. |

COMMENTS:

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

GROSS MOTOR

At least one (1) item per ratio group of children (i.e. 1:6, 2:12) is provided and accessible for each of the categories listed below. Each item may only count for one category. An apparatus with multiple categories that is large enough for more than one child to use at a time may be counted for more than one category.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Climbing – stairs, small gym, etc. |
| 0 | 3 | 6 | b. | Pushing – doll carriage, shopping cart, mowers, poppers, etc. |
| 0 | 3 | 6 | c. | Pulling – pull toys, wagon, etc. |
| 0 | 3 | 6 | d. | Crawling through/under – boxes, tunnel, table, etc. |
| 0 | 3 | 6 | e. | Stacking – boxes, blocks, etc. |
| 0 | 3 | 6 | f. | Throwing – soft balls, balled newspaper, bean bags, etc. |

COMMENTS:

FINE MOTOR

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

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Grasping – squeeze toys, small stuffed animals, bean bags, rattles, small blocks, etc. |
| 0 | 3 | 6 | b. | Pounding – pounding bench with hammer, dishes with spoons, xylophone, pots and pans with spoons, etc. |
| 0 | 3 | 6 | c. | Turning – telephone dial, toys with turning knobs, toy radio, and containers with screw lids, etc. |
| 0 | 3 | 6 | d. | Fitting Together – puzzle, pop beads, etc. |
| 0 | 3 | 6 | e. | Filling and Dumping – sand and water, containers with objects, bucket of balls/beanbags, etc. |
| 0 | 3 | 6 | f. | Pouring – sand, water, etc. (Beans, rice and other small items may not always be appropriate.) |
| 0 | 3 | 6 | g. | Cause and Effect – busy box, jack-in-the box, etc. |
| 0 | 3 | 6 | h. | Eye-Hand Coordination – shape sorter, stacking rings, pegs and peg board, etc. |
| 0 | 3 | 6 | i. | Stacking/Nesting – stacking toys, nesting toys, rings, boxes, etc. |
| 0 | 3 | 6 | j. | Matching – colors, shapes, size, (any set of objects that can be matched by characteristics), etc. |
| 0 | 3 | 6 | k. | Self-help – dress-up clothes, boards or dolls that provide experiences for buttoning, zipping, snapping, etc. (two (2) dress up dolls with multiple self-help functions can be counted) (Twos). |

COMMENTS:

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.

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|---|---|---|----|--|
| 0 | 3 | 6 | a. | The classroom has a minimum of two (2) age-appropriate books per child and are accessible to children. An additional six (6) books are available to staff in the room. There is a minimum of two (2) types of books, which could include, but are not limited to cloth books, hard cardboard books, plastic books, teacher-made books, etc. |
| 0 | 3 | 6 | b. | Looking – mobiles, small hand mirrors with safety glass, pictures, action toys, bright colorful wall hangings within eye contact of the children, magazines, flannel boards, pets, photographs, etc. |
| 0 | 3 | 6 | c. | Talking – dolls, telephones, puppets, photographs, wall pictures, flannel boards with accessories, etc. |
| 0 | 3 | 6 | d. | Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.
<i>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.</i> |

COMMENTS:

IMAGINATIVE PLAY

At least six (6) dolls (to include multi-cultural dolls) are accessible in the classroom. If a classroom has less than six (6) children, there will need to be one (1) doll accessible for each child. At least three (3) different items are accessible for each of the other categories. Each item may count for only one category.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Nurturing – soft bodied or washable rubber/vinyl multi-cultural baby dolls as well as simple removable doll clothes and simple accessories for caretaking, feeding, diapering, sleeping, etc. |
| 0 | 3 | 6 | b. | Cooking – items could include, but are not limited to a stove, a sink, a refrigerator with appropriate accessories, etc. |
| 0 | 3 | 6 | c. | Family Living – items could include, but are not limited to doll furniture, table and chairs, cleaning equipment, ironing board, telephone, 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.) |
| 0 | 3 | 6 | e. | Creating Scenes – people/animal figures, with simple supporting materials (vehicles, barn), etc. to make familiar scenes. |

COMMENTS:

CREATIVE EXPRESSION

At least two (2) items/experiences are available for each category. Each item may count for one category. Items for creative expression are available to staff in the classroom.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Scribbling – LARGE chalk, LARGE crayons, LARGE markers, etc. |
| 0 | 3 | 6 | b. | Smearing – non-toxic shaving cream, paint, paste, etc. |
| 0 | 3 | 6 | c. | Stroking – large bristle brushes, foam brushes, chalk, etc. |
| 0 | 3 | 6 | d. | Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc. |
| 0 | 3 | 6 | e. | Sifting/Pouring – one fluid play experience such as sand, grits, cornmeal, water, etc. with appropriate sifters, containers, measuring cups, funnels, etc. |
| 0 | 3 | 6 | f. | 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 to staff in the classroom for creative activities. Reminder, the smaller the child, the BIGGER the paper! |

COMMENTS:

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

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| 0 | 3 | 6 | a. | The outdoor play time for children is separated from the older children by schedule or fence. |
| 0 | 3 | 6 | b. | There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc. |
| 0 | 3 | 6 | c. | There is a minimum of two (2) developmentally appropriate play experiences per child. |
| 0 | 3 | 6 | d. | Climbing – there is at least one experience which is appropriately sized and observed by the assessor. |
| 0 | 3 | 6 | e. | Swing or low slide – at least one experience which is appropriately sized and observed by the assessor. |

- 0 3 6 f. Creative expression – at least two (2) experiences such as fence or easel painting, large sidewalk chalk, water painting, sand or water play, staff and children blowing bubbles, music and/or dancing with accessories, gardening, etc.
- 0 3 6 g. At least six (6) outdoor play toys or accessories from at least three (3) of the different categories:
 1. Pushing/pulling – wagons, carts, strollers, push/pull toys, etc.
 2. Crawling through/under – boxes, tunnels, etc.
 3. Stacking – large cardboard blocks, boxes, etc.
 4. Throwing – bouncing, rolling balls, beanbags, etc.
 5. Riding – tricycles, kiddie cars, pony on wheels, wagons, riding toys, etc.
 6. Rocking – rocking horse, rocking chair, rocking boat, etc.

COMMENTS:

HEALTH, SAFETY and NUTRITION

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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. Mouthed toys are picked up immediately and put aside in a marked container for sanitizing throughout the day.
- 0 3 6 c. Each child's bottles, cups, and/or pacifier is labeled with child's name whether provided by the parent or the center.
- 0 3 6 d. The environment is free from noxious odors. The diaper pail is tightly covered and emptied frequently. Soiled items are placed in plastic bags and closed securely.
- 0 3 6 e. Children who drink from bottles do so sitting in a chair at a table/high chair.
- 0 3 6 f. Staff and children wash their hands with soap and running water immediately before meals and after toileting. Staff wash their hands after nose wiping. Paper towels or air dryers are used to dry hands.
- 0 3 6 g. The diaper changing area is used only for changing diapers. Food, bottles and other items are not placed in this area.
- 0 3 6 h. Gloves are worn while diaper changing (new gloves are used for each diaper change and are disposed of properly).
- 0 3 6 i. Diaper changing area is cleaned and sanitized after each diaper change.
- 0 3 6 j. Drinking water is available at all times, including outdoors, and is offered throughout the day.
- 0 3 6 k. 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 l. 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 m. Children sit in appropriate sized chairs at a table or high chairs for meals and snacks. Tables are washed before and after meals and snacks in a timely manner. Floors are also cleaned and free of debris.

COMMENTS: