

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
2. Program Plan	<ul style="list-style-type: none"> <input type="checkbox"/> A current Program Plan is not posted <input type="checkbox"/> Program Plan does not cover the entire time children are in attendance <input type="checkbox"/> Each room does not have their own Program Plan. 	<p>The following learning areas are planned and/or documented:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One sensory daily <input type="checkbox"/> One art daily <input type="checkbox"/> One cognitive daily <input type="checkbox"/> One language and literacy daily <input type="checkbox"/> Two science and nature weekly <input type="checkbox"/> One block and construction weekly <input type="checkbox"/> One music and movement weekly <input type="checkbox"/> One dramatic weekly <ul style="list-style-type: none"> <input type="checkbox"/> Current Program Plan includes descriptions of the learning opportunities <input type="checkbox"/> Evidence that individual goals of children are incorporated into the Program Plan <input type="checkbox"/> External agencies/professionals attend meetings to plan appropriately for children with individual support needs <input type="radio"/> Children who do not nap or who wake early are provided with play materials which are documented. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of formal programming time given to staff <input type="checkbox"/> Supervisor reviews Program Plans and signs them weekly <input type="checkbox"/> Information is accessible to parents on curriculum model. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
3. Learning Experiences	<ul style="list-style-type: none"> <input type="checkbox"/> Learning experiences offered do not reflect the current Program Plan <input type="checkbox"/> Learning experiences offered are not developmentally-appropriate <input type="checkbox"/> Learning experiences do not promote choice for children. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is current documentation which demonstrates that observations of children are used in the development of learning experiences <input type="checkbox"/> Learning experiences are adapted to meet any child's individual needs <input type="checkbox"/> Learning experiences are based on children's interests. 	<ul style="list-style-type: none"> <input type="checkbox"/> Photo documentation of learning experiences available <input type="checkbox"/> Activity resources accessible for families <input type="checkbox"/> Portfolios regarding each child's development are accessible to families <input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
4. Indoor Physical Environment	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> The play environment is arranged into learning areas that are open and accessible throughout the day	<input type="checkbox"/> Organized storage space available	1
	<input type="checkbox"/> Toys are not accessible on open shelves to children	<input type="checkbox"/> The play environment is designed to promote participation and peer interactions	<input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences	2
	<input type="checkbox"/> Furnishings are in poor condition	<input type="checkbox"/> The play environment is designed to promote independent use by children	<input type="checkbox"/> Environment adjusted to meet the needs of children	3
	<input type="checkbox"/> Room set-up does not allow for supervision of children.	<input type="checkbox"/> Floor space with suitable floor coverings is available	<input type="checkbox"/> Child height windows in doors/walls to see out	4
		<input type="checkbox"/> Safe storage space available for equipment/toys and materials	<input type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in at least three areas	5

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	1 or 2	3	4 or 5	
5. Displays	<ul style="list-style-type: none"> <input type="checkbox"/> No displays posted <input type="checkbox"/> More than half of the children's art work is product-oriented, not process-oriented <input type="checkbox"/> Displays are arranged in a segregated manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least three displays include children's own artwork as well as adult-made and/or commercial materials <p>Displays are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflective of children's recent activities <input type="checkbox"/> Developmentally-appropriate <input type="checkbox"/> Culturally-appropriate and free of bias <input type="checkbox"/> Two or more displays include people with disabilities <input type="checkbox"/> Two or more displays include cultures/races <input type="checkbox"/> Two or more displays include family structures <input type="checkbox"/> As much as possible, displays are at child's eye level <input type="checkbox"/> Photographs of current children and/or families are displayed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional displays are placed throughout the environment <input type="checkbox"/> Displays include family involvement in activities and/or events <input type="checkbox"/> Displays promote inclusion in daily living <input type="checkbox"/> Displays include children in the room participating in activities and experiences <input type="checkbox"/> Two or more displays are in more than one language <input type="checkbox"/> Children's three-dimensional creations are on display. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<p>6. Sensory, Science and Nature</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No materials for science and nature learning experiences <input type="checkbox"/> No materials for sensory learning experiences <input type="checkbox"/> No equipment for sensory learning experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more developmentally-appropriate science and nature equipment and/or materials are accessible <input type="checkbox"/> Three or more developmentally-appropriate sensory equipment and materials are accessible <input type="checkbox"/> Sensory opportunities accessible throughout the day. 	<ul style="list-style-type: none"> <input type="radio"/> Three or more science and/or nature learning experiences planned and/or documented weekly <input type="radio"/> One science and nature learning experience planned and/or documented daily <input type="checkbox"/> Opportunities to experience natural objects and/or events <input type="radio"/> Two or more planned and/or documented sensory learning experiences daily <input type="checkbox"/> Permanent sensory equipment accessible to children in the play environment <input type="checkbox"/> Evidence of extended science and nature projects. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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	1 or 2	3	4 or 5	
7. Art	<ul style="list-style-type: none"> <input type="checkbox"/> No equipment for art learning experiences <input type="checkbox"/> No materials for art learning experiences <input type="checkbox"/> Art equipment is in poor condition <input type="checkbox"/> Art materials are in poor condition <input type="checkbox"/> Children have access to toxic art materials. 	<p>A sufficient number of the following art materials are accessible:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Painting and drawing <input type="checkbox"/> Modelling materials <input type="checkbox"/> Collage materials <input type="checkbox"/> Printmaking <input type="checkbox"/> Three-dimensional materials <input type="checkbox"/> Three or more art materials include diverse skin tones <input type="checkbox"/> Equipment for art learning experiences is accessible to children. 	<ul style="list-style-type: none"> <input type="radio"/> Two or more art learning experiences planned and/or documented daily <input type="checkbox"/> Evidence of extended art projects <input type="checkbox"/> Art projects are incorporated into other areas <input type="checkbox"/> Three or more art mediums are used in planned and/or documented learning experiences. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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	1 or 2	3	4 or 5	
8. Books	<ul style="list-style-type: none"> <input type="checkbox"/> Books are in poor condition <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Less than two developmentally-appropriate books for each child enrolled <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Books reflect three or more topics <input type="checkbox"/> Three or more books contain real images of people and/or objects <input type="checkbox"/> Two or more books which include diverse people/cultures are accessible <input type="checkbox"/> Two or more books which include people with disabilities are accessible <input type="checkbox"/> One book accessory is accessible in the book area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Books for rotation are available <input type="checkbox"/> Books are incorporated into one other learning area <input type="checkbox"/> Books are incorporated into three or more other learning areas <input type="checkbox"/> Two or more books relate to current Program Plan <input type="checkbox"/> Homemade books are accessible <input type="checkbox"/> Three or more books which include people with disabilities are accessible <input type="checkbox"/> Three or more books which include diverse people/cultures are accessible <input type="checkbox"/> Two or more book accessories are accessible in the book area <input type="checkbox"/> Two or more print materials are accessible. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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	1 or 2	3	4 or 5	
9. Language and Literacy	<input type="checkbox"/> Staff do not read to children daily	<input type="checkbox"/> Three or more writing materials are accessible	<input type="checkbox"/> Language and literacy opportunities are integrated into one other area	1
	<input type="checkbox"/> Writing materials are not accessible	<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"/> Language and literacy toys/puzzles are not accessible.	<input type="checkbox"/> Toy bins and/or shelves are labelled with words and/or pictures.	<input type="radio"/> Two or more language and literacy learning experiences are planned and/or documented daily	3
			<input type="checkbox"/> Children have exposure to different languages	4
			<input type="checkbox"/> Staff use more than one form of communication	4
		<input type="checkbox"/> Staff provide opportunities for families to access literacy materials	5	
		<input type="checkbox"/> Community language and literacy experiences available to the children monthly.	5	

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	1 or 2	3	4 or 5	
<p>10. Music and Accessories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Loud background music interferes with learning experiences <input type="checkbox"/> Music is not appropriate for the age group <input type="checkbox"/> Radio is played when children are present <input type="checkbox"/> Staff do not sing to children daily. 	<ul style="list-style-type: none"> <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="checkbox"/> Musical instruments are in good condition. 	<ul style="list-style-type: none"> <input type="radio"/> Two or more music and movement learning experiences are planned and/or documented weekly <input type="checkbox"/> Staff sing/play songs from different cultures <input type="checkbox"/> Props are used to enhance music experiences <input type="radio"/> Audio playlists are available. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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	1 or 2	3	4 or 5	
11. Physical Play Learning Experiences	<input type="checkbox"/> No planned and/or documented physical play learning experiences	<input type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences daily	<input type="checkbox"/> Children are given the opportunity to lead outdoor learning experiences	1
	<input type="checkbox"/> Physical play learning experiences are not offered during inclement weather	<input type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate	<input type="checkbox"/> Designated safe space for indoor physical play learning experiences available	2
	<input type="checkbox"/> Indoor gross motor equipment is not available.	<input type="checkbox"/> Staff are engaged in planned and/or documented physical play learning experiences with the children.	<input type="radio"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon.	3
				4
				5

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	1 or 2	3	4 or 5	
12. Blocks and Construction	<ul style="list-style-type: none"> <input type="checkbox"/> Block and construction materials are not accessible <input type="checkbox"/> Block and construction accessories are not accessible <input type="checkbox"/> Block and construction materials are in poor condition <input type="checkbox"/> Block and construction accessories are in poor condition <input type="checkbox"/> Block and construction materials are incomplete <input type="checkbox"/> Block and construction accessories are incomplete. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more developmentally-appropriate block and construction materials are accessible <input type="checkbox"/> Three or more developmentally-appropriate block and construction accessories are accessible <input type="checkbox"/> Children are able to combine materials from other areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Block and construction materials are available for rotation <input type="checkbox"/> Block and construction materials include three or more textures <input type="radio"/> Two or more block and construction learning experiences are planned and/or documented weekly <input type="checkbox"/> On-going project work is saved. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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13. Cognitive and Manipulative	<input type="checkbox"/> Cognitive and manipulative materials are not accessible	<input type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible	<input type="checkbox"/> Additional cognitive and manipulative materials are available for rotation	1
	<input type="checkbox"/> Cognitive and manipulative materials are in poor condition	<input type="checkbox"/> Two complete toys for each child enrolled are accessible	<input type="checkbox"/> One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts	2
	<input type="checkbox"/> Cognitive and manipulative materials are incomplete.	<input type="checkbox"/> Cognitive and manipulative materials are developmentally-appropriate.	<input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly.	3
				4
				5

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	1 or 2	3	4 or 5	
14. Dramatic Play	<ul style="list-style-type: none"> <input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled <input type="checkbox"/> Accessories and equipment are in poor condition <input type="checkbox"/> Accessories and equipment are not developmentally-appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus <input type="checkbox"/> Accessories and equipment reflect cultural diversity <input type="checkbox"/> Mirror is accessible in the dramatic area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more dramatic prop boxes are available for rotation <input type="checkbox"/> Dramatic play area includes real items that are developmentally-appropriate <input type="checkbox"/> Three or more accessories are culturally diverse <input type="checkbox"/> Child's full body-length mirror is accessible in the room <input type="checkbox"/> Literacy is incorporated into the dramatic play area <input type="checkbox"/> Accessories are added and built upon daily <input type="checkbox"/> Children create props and accessories for the dramatic play area. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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	1 or 2	3	4 or 5	
15. Electronic Media Usage	<ul style="list-style-type: none"> <input type="radio"/> TV/Movie watching is not documented on the Program Plan <input type="radio"/> No planned and/or documented alternate learning experiences when TV/Movies are shown <input type="radio"/> TV/Movie usage exceeds 45 minutes per week <input type="radio"/> No guidelines in place for computer/electronic game usage <input type="radio"/> Time is not limited or allocated equitably <input type="radio"/> No guidelines in place for Internet usage. 	<ul style="list-style-type: none"> <input type="radio"/> Information, including the name and length of the TV/Movie is documented on the Program Plan <input type="radio"/> Parent/guardians are notified in advance of all TV/Movie watching <input type="radio"/> TV/Movie content is rated "Family" or "G" <input type="radio"/> Posted guidelines are followed for computer/electronic game usage <input type="radio"/> Games are rated "E" for Everyone <input type="radio"/> Evidence that parent/guardians are notified of Internet usage. 	<ul style="list-style-type: none"> <input type="radio"/> Alternate activities are equally interesting to children <input type="checkbox"/> Electronic media are used by staff and children to extend topics of interest <input type="checkbox"/> Information is accessible to parent/guardians on effective use of media for learning <input type="radio"/> Three or more educational games and computer/electronic programs are available. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>N/A</p>

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	1 or 2	3	4 or 5	
<p>16. Toileting and Diapering Routines</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Regional Public Health toileting routine not posted <input type="radio"/> Current Regional Public Health diapering routine not posted <input type="radio"/> Current Regional Public Health potty routine not posted <input type="radio"/> No change table/mat available <input type="checkbox"/> Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed <input type="radio"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers <input type="checkbox"/> Washroom is not adapted for use by all children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff <input type="radio"/> Change table/mat in good condition <input type="checkbox"/> Toileting and diapering is unhurried <input type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children <input type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills <input type="checkbox"/> Washroom area includes a mirror at child's eye level. 	<ul style="list-style-type: none"> <input type="checkbox"/> Child-size sink is accessible in the washroom <input type="radio"/> Centre provides additional diapering supplies when required <input type="checkbox"/> Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet <input type="checkbox"/> Toilets are accessible within the room. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
17. Meal and/or Snack Times	<input type="checkbox"/> Food is used as a reward or punishment	<input type="checkbox"/> Children are encouraged to eat food, but never forced	<input type="checkbox"/> Staff use meal and/or snack times as opportunities for enhanced language learning	1
	<input type="checkbox"/> No conversations and/or interactions occur during meal and/or snack times	<input type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation	<input type="checkbox"/> Children self-serve all foods	2
	<input type="checkbox"/> Individual children's needs are not met during meal and/or snack times.	<input type="checkbox"/> Staff sit with children while serving food at the table	<input type="checkbox"/> Children assist with lunch/snack routines.	3
		<input type="checkbox"/> Children sit in small groups.		4
				5

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
18. Equipment Required for Eating and Seating	<input type="checkbox"/> Insufficient eating utensils and dishes <input type="checkbox"/> Insufficient seating for children <input type="checkbox"/> No adult seating.	<input type="checkbox"/> Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required <input type="checkbox"/> Food is served on dishes or napkins <input type="checkbox"/> Seating available to meet the developmental needs of the children enrolled.	<input type="checkbox"/> Extra utensils and dishes are available for easy access <input type="checkbox"/> All seating is washable, including cushioned seating <input type="checkbox"/> Running water is located in the room.	1
				2
				3
				4
				5

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
19. Cots and Bedding	<input type="checkbox"/> Cots are not designated	<input type="checkbox"/> The sleeping area has a cot designated for each child	<input type="checkbox"/> Sleep routines meet the needs of the children	1
	<input type="checkbox"/> Cots are used for storage	<input type="checkbox"/> Areas around cots are hazard-free	<input type="checkbox"/> Resting environment includes soft music and dimmed lighting	2
	<input type="checkbox"/> Extra bedding is not available	<input type="checkbox"/> Sheets are changed once a week or sooner, if needed	<input type="checkbox"/> Children are allowed to bring a soft toy and/or bedding from home.	3
	<input type="checkbox"/> Cots are in poor condition.	<input type="checkbox"/> Cots are disinfected weekly		4
		<input type="checkbox"/> Cot set-up does not interfere with the program.		5
				N/A

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
20. Health and Safety	<ul style="list-style-type: none"> <input type="checkbox"/> One or more areas in the room is/are not in a state of good repair <input type="checkbox"/> One or more areas in the room is/are not hygienic <input type="checkbox"/> One or more areas in the room is/are not safe. 	<ul style="list-style-type: none"> <input type="checkbox"/> First aid kit is available in the room <p>All areas accessible to children are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kept in a state of good repair <input type="checkbox"/> Safe <input type="checkbox"/> Maintained in a hygienic condition <input type="checkbox"/> Organized. 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly <input type="checkbox"/> Safety-related resources are accessible to families <input type="checkbox"/> Health-related resources are accessible to families <input type="checkbox"/> Safety/health resources are accessible to families in their preferred language. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
21. Toys and Play Equipment Washing	<input type="checkbox"/> No schedule for toy washing	<input type="checkbox"/> Schedule for toy washing meets Regional Public Health guidelines	<input type="checkbox"/> Toys and play equipment schedule identifies categories of toys and play equipment	1
	<input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines	<input type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff	<input type="radio"/> Transitional toys used prior to meal and/or snack times are washed after each use	2
	<input type="checkbox"/> Toys and play equipment are not washed as they become soiled.	<input type="checkbox"/> Toys and play equipment are consistently washed as they become soiled.	<input type="checkbox"/> Playground and indoor gross motor toys are washed a minimum of two times a year.	3
				4
				5

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
22. Staff and Children's Hand Hygiene	<input type="checkbox"/> Current Regional Public Health hand washing procedures are not posted	<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 followed	<input type="checkbox"/> Evidence Supervisor reviews hand washing expectations with staff.	<input type="checkbox"/> Real photographs are used for visual hand washing procedure	2
	<input type="checkbox"/> Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner.		<input type="checkbox"/> Child-sized sink is accessible in the room.	3
				4
				5

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	1 or 2	3	4 or 5	
23. Transitions	<ul style="list-style-type: none"> <input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Children are not transitioned in small groups <input type="checkbox"/> Staff do not prepare children prior to transitions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Children are consistently transitioned in small groups <input type="checkbox"/> Positive interactions occur between staff and children during transitions <input type="checkbox"/> Transitions are conducted in a smooth and seamless manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff facilitate transitions to meet individual children's needs <input type="checkbox"/> Learning experiences are planned and/or documented for transitions <input type="checkbox"/> Transition play materials are available. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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24. Attendance Verification	<input type="checkbox"/> No system of attendance verification in place	<input type="checkbox"/> Children's arrival and departure times are always recorded on the Main Attendance Record	<input type="checkbox"/> Staff are the recorders of the children's arrival and departure times	1
	<input type="checkbox"/> Attendance records do not accurately reflect the number of children present	<input type="radio"/> Small groups of children who have left the room are reflected on the Main Attendance Record	<input type="checkbox"/> Written verification of attendance after each staff change	2
	<input type="checkbox"/> Arrival and departure times are not completed in pen.	<input type="radio"/> Portable attendance travels with each group	<input type="checkbox"/> Written verification of attendance after each group transition	3
		<input type="checkbox"/> Attendance is verbally verified after staff transitions	<input type="checkbox"/> Visual attendance used.	4
		<input type="checkbox"/> Attendance is verbally verified after children's transitions.		5

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25. Positive Atmosphere	<input type="checkbox"/> Staff use sarcasm, mocking or harsh words	<input type="checkbox"/> Staff are welcoming	<input type="checkbox"/> Staff demonstrate flexibility	1
	<input type="checkbox"/> Staff shout at children	<input type="checkbox"/> Staff maintain a positive tone of voice	<input type="checkbox"/> Staff use teachable moments to further develop positive social behaviours	2
	<input type="checkbox"/> Staff are repeatedly impatient	<input type="checkbox"/> Staff are patient	<input type="checkbox"/> Staff display empathy.	3
	<input type="checkbox"/> Staff repeatedly interrupt while others are talking	<input type="checkbox"/> Staff model appropriate positive social behaviour		4
	<input type="checkbox"/> Staff are repeatedly disrespectful.	<input type="checkbox"/> Staff direct positive attention to all children.		5

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<p>26. Supervision of Children</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff unaware of the number of children in the room <input type="checkbox"/> Staff unaware of the location of the children <input type="checkbox"/> Staff repeatedly do not scan the room <input type="checkbox"/> Staff repeatedly position themselves with their back to the children <input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff scan the room at all times <input type="checkbox"/> Staff work as a team to position themselves so all children are supervised <input type="checkbox"/> Staff consistently balance supervision with interactions <input type="checkbox"/> Staff anticipate situations to support children's interactions and learning experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff communicate with each other about the location of children <input type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision <input type="checkbox"/> Supervision is conducted in a non-disruptive manner. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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27. Foster Children's Independence	<input type="checkbox"/> Staff do not follow the children's cues	<input type="checkbox"/> Staff consistently follow the children's cues	<input type="checkbox"/> Children are provided with choices within their interests	1
	<input type="checkbox"/> Staff repeatedly do not allow children to make their own decisions	<input type="checkbox"/> Children are provided with choices	<input type="checkbox"/> Staff provide spontaneous resources to allow the child to follow their own learning path	2
	<input type="checkbox"/> Staff repeatedly do not encourage developmentally-appropriate self-help skills.	<input type="checkbox"/> Staff provide time for children to complete tasks.	<input type="checkbox"/> Staff create opportunities for enhancing self-help skills through play.	3
				4
				5

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	1 or 2	3	4 or 5	
28. Supporting the Development of Self-Esteem	<input type="checkbox"/> Staff do not demonstrate inclusive practice	<input type="checkbox"/> Staff address children by their real name	<input type="checkbox"/> Staff assist children to process their own emotions	1
	<input type="checkbox"/> Staff repeatedly only use terms of endearment	<input type="checkbox"/> Staff consistently demonstrate inclusive practices	<input type="checkbox"/> Staff encourage children to identify the emotions of others	2
	<input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully	<input type="checkbox"/> Staff break down directions into individual steps	<input type="checkbox"/> Staff use key words with children in their preferred language.	3
	<input type="checkbox"/> Staff repeatedly do not show encouragement	<input type="checkbox"/> Staff focus encouragement on how the tasks are completed		4
	<input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately.	<input type="checkbox"/> Staff role-model how to accomplish tasks.		5

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
29. Behaviour Guidance	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are physically abrupt with children <input type="checkbox"/> Staff expectations repeatedly do not match the developmental level of children <input type="checkbox"/> Staff repeatedly explain consequences in an abrupt manner <input type="checkbox"/> Staff repeatedly do not use appropriate behaviour guidance strategies <input type="checkbox"/> Staff repeatedly do not follow through with strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff consistently explain consequences in a calm manner <input type="checkbox"/> Positive behaviour is reinforced <input type="checkbox"/> Staff use developmentally-appropriate re-direction strategies <input type="checkbox"/> Staff consistently follow through with strategies <input type="checkbox"/> Staff model turn taking/sharing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff adapt expectations based on the individual needs of the children <input type="checkbox"/> Staff respond to all children involved in the incident, to resolve the issue in a calm manner <input type="checkbox"/> Staff monitor group dynamics to anticipate situations <input type="checkbox"/> Children demonstrate awareness of classroom expectations <input type="checkbox"/> Staff encourage children to problem solve to resolve peer conflict. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
30. Supporting Development of Communication Skills	<input type="checkbox"/> Staff do not initiate verbal/non-verbal interactions	<input type="checkbox"/> Verbal/non-verbal interactions are a balance of teacher and child directed	<input type="checkbox"/> Staff extend verbal/non-verbal interactions with materials	1
	<input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions	<input type="checkbox"/> Staff model active listening skills	<input type="checkbox"/> Staff extend children's vocabulary	2
	<input type="checkbox"/> Staff repeatedly do not role-model developmentally-appropriate descriptions and directions	<input type="checkbox"/> Staff are observed participating in play with children.	<input type="checkbox"/> Staff encourage verbal/non-verbal interactions between children.	3
	<input type="checkbox"/> Staff repeatedly do not ask open-ended questions.			4
				5

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
31. Extending Children's Learning	<input type="checkbox"/> Staff repeatedly solve the children's problems immediately	<input type="checkbox"/> Staff encourage children to find solutions	<input type="checkbox"/> Staff balance the abilities of the child with the complexity of the learning outcomes	1
	<input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge	<input type="checkbox"/> Staff support children to follow through with strategies	<input type="checkbox"/> Staff recall past experiences to extend current learning opportunities	2
	<input type="checkbox"/> Staff repeatedly do not allow children to try for themselves.	<input type="checkbox"/> Staff support the children's learning.	<input type="checkbox"/> Staff are responsive to learning opportunities.	3
				4
				5