



# Preschool Operating Criteria Embracing Quality in Child Care and Early Learning

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## 1. Daily and Visual Schedules

**Intent:** Parents, visitors, students, staff and children should always be aware of, and have access to, how the day is scheduled. Being aware of how the day is planned allows for consistency, self-regulation and minimizes negative behaviours. The Visual and Daily Schedules should be accurate and allow for flexibility. Regular use of the Visual Schedule with the children promotes independence and positive transitions.

**Inspiring Pedagogy:** "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30)

**Reflective Questions:** Is the Visual Schedule developmentally appropriate and easy for the children to read? How much of the day is spent in transitions? How flexible is the daily schedule? Does it meet the needs of the children and the staff? Does the visual schedule encourage the child to reflect on what is happening next? How was visual schedule been used today to support children through transitions?

**Daily Schedule:** A written schedule that lists when activities and events will occur during the day and is posted in a place accessible to parents and staff.

**Visual Schedule:** Real photos showing when activities and events will occur during the day. **Real photos depicting children using toilet/potty or being diapered are not considered appropriate.** The Visual Schedule is accessible to children. It is acceptable to have a visual schedule that is not posted (for example in a photo album or on a ring holder) as long as it is kept in an area that is accessible to the children at all times.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Daily Schedule is not posted</b>                      There is no Daily Schedule posted within the room environment accessible to the parents and staff.</p> <p><b>Visual Schedule is not accessible to the children</b>                      The Visual Schedule is not accessible to the children.</p> <p><b>Time is not planned for different learning experiences/learning periods</b>                      The Daily Schedule does not reflect time planned for different activities and/ or learning periods. For example, no time is planned for outdoor play, indoor play or child and staff initiated activities and learning experiences.</p>	<p><b>A Daily Schedule is posted that indicates time is planned for:</b>                      The Daily Schedule covers the full hours of operation of the room and indicates that time is planned for ALL of the following activities:</p> <p><b>Outdoor play                      (Sub-item potentially not applicable)                      Indoor play                      Child and Staff initiated learning experiences                      Time to meet children's physical needs</b></p> <p><b>Visual Schedule is accessible to the children</b>                      The Visual Schedule reflects the main routines of the day using real photos. It is acceptable to not include transitions in this schedule.</p>	<p><b>Alternate arrangements are indicated on the Daily Schedule</b>                      Time is scheduled for outdoor play with alternate gross motor location/space indicated should children be unable to go outdoors due to inclement weather. For example, gym or designated space. Should the children be unable to go outside due to inclement weather, the alternate gross motor location is identified on the daily schedule. For example, the gym, hallway or playroom is used as an alternate space.</p> <p><b>Daily Schedule is seasonally adjusted</b>                      Evidence the Daily Schedule is changed to reflect the seasons. For example, the posted Daily Schedule is labeled with the current season.</p> <p><b>Visual Schedule is seasonally adjusted</b>                      The Visual Schedule is updated to reflect the current season through real photos.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Daily Schedule has balance between structure and flexibility</b>                      The Daily Schedule allows for opportunities to provide structure and flexibility. The daily schedule is flexible and can be adjusted to meet the circumstances of the day. For example, time planned for outdoor play is adjusted because the children want to stay outside longer, or washroom routines are completed as required.</p>	<p><b>Photographs in Visual Schedule include children in the program</b>                      Where possible, the Visual Schedule should include some of the children currently enrolled in the program. Two or more children currently enrolled in the program are included in two or more photos of the visual schedule.</p> <p><b>Daily Visual Schedule is referred to</b>                      The Visual Schedule is referred to with individual and/or groups of children. Staff and/or children refer to <del>the</del> a Visual Schedule and it is used as a teaching tool for children who are learning the daily routines. For example, using the Daily Visual Schedule to support transitions, or using a pictoral schedule to support learning of toileting routine.</p>

## 2. Program Plan

**Intent:** Parents, staff, students, and visitors are informed of the learning experiences planned for the children throughout the day. The Program Plan is an information tool used to ensure all parties involved are aware of the learning experiences to which the children will be exposed. The Program Plan is developed by staff to promote the on-going learning opportunities and developmental growth for all children enrolled in the program. Scheduled time away from the children for programming allows staff to incorporate documented observations, cues, interests and developmental goals into the Program Plan.

**Inspiring Pedagogy:** "As defined in ELF, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15)

**Reflective Questions:** What system is in place to identify children's individual goals? Have the recommendations from external agencies or professionals been considered when programming? Are all required programming areas captured? Have the child's individual goals been incorporated into the learning experiences? Is the program plan meeting the needs of all the developmental areas of the children? How is the program plan inclusive and responsive to meet the needs of all of the children in the program?

**Program Plan:** describes the specific learning experiences planned for children or documented by the end of day in each curriculum area. It is different from a schedule in that it includes details of each learning experience. The program plan is unique to each individual centre/agency/program and reflects their curriculum model and philosophy.

The best practice is to ensure each program has a program plan that is reflective of the children enrolled in their particular program, whether indoor or outdoor program plans.

**Posted:** the Program Plan is posted in a place that is accessible to parents in the room or at the entrance to the room.

Learning areas are planned: refers to pre-planned learning experiences based on recent observations of the children.

Learning areas are documented: refers to emergent programming. For centres that use an emergent programming model, learning experiences must be documented by the end of each day, however learning experiences for each learning area should be planned for the first day of each week. The previous week's programming will be reviewed to ensure experiences are documented for all learning areas.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>A current Program Plan is not posted</b>                      There is no current Program Plan posted in a place accessible to parents.</p> <p><b>Program Plan does not cover the entire time children are in attendance</b>                      Planning does not cover all hours of operation in the room. The Program Plan does not provide for learning experiences throughout the day.</p> <p><b>Each room does not have its own Program Plan</b>                      For example, there are two preschool rooms and they share one program plan.</p>	<p><b>The following learning areas are planned and/or documented:</b></p> <ul style="list-style-type: none"> <li><b>One sensory daily</b></li> <li><b>One art daily</b></li> <li><b>One cognitive daily</b></li> <li><b>One language and literacy daily</b></li> <li><b>Two science and nature weekly</b></li> <li><b>One block and construction weekly</b></li> <li><b>One music and movement weekly</b></li> <li><b>One dramatic weekly</b></li> </ul> <p><b>Current Program Plan includes descriptions of the learning opportunities</b>                      A description of the learning opportunities for each learning area being planned and/or documented needs to be reflected on the Program Plan. This can be accomplished in the following ways:</p>	<p><b>Evidence of formal programming time given to staff</b>                      Meetings are held away from the supervision of children. Evidence may include meeting minutes, posting of scheduled room meetings. Formal planning meetings occur at least once a month.</p> <p><b>Supervisor reviews Program Plans and signs them weekly</b>                      Evidence that supervisor reviews the weekly Program Plans either prior to posting or the end of the week after learning experiences have been documented. Best practice: the person completing the program plan should not be responsible for signing off when possible</p> <p><b>Information is accessible to parents on curriculum model</b>                      Information is accessible for parents on the centre's curriculum model.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<ul style="list-style-type: none"> <li>▪ list materials with a direct reference to the number and root skill within the Continuum of Development which describes the learning opportunities, for example:                      Water table, Lego pieces, blocks, sponges                      - 4.2 Problem solving, markers, Kleenex boxes, feathers, Glue - 4.3 Representation                      Note: if only referencing the number, the Continuum of Development must be posted beside the program plan for reference.</li> <li>▪ describe the learning experience and include the skill children will potentially learn by participating in the learning experience, for example:                      Sink and float – Problem solving and logical thinking.</li> </ul> <p><b>Evidence that individual goals of children are incorporated into the Program Plan</b>                      Evidence that children’s individual developmental goals are incorporated when planning. This can be accomplished through observation notes, Individual Program Plans, meeting minutes or directly on the Program Plan. How this is accomplished is at the discretions of each individual centre/agency/program.</p> <p><b>External agencies/professionals attend meetings to plan appropriately for children with individual support needs</b>                      External professionals and/or specialists provide support and share suggestions on how staff can support the needs of individual children and/or programs.</p> <p><b>Children who do not nap or who wake early are provided with play materials which are documented</b>                      Play materials are documented on the program plan. For example, on the Program Plan or through a separate posting next to the Program Plan.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p>	

## 3. Learning Experiences

**Intent:** Staff are planning developmentally-appropriate activities and learning experiences for the children. Staff are using their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff share with, and encourage, families to be active participants in their child's care environment. Through regular documentation of observations, staff share with parents the children's interests and accomplishments. The program incorporates additional programming to expand the children's horizons.

**Inspiring Pedagogy:** "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgement to create contexts to support children's learning, development, health, and well-being."(HDLH, pg 19)

**Reflective questions:** Are the learning experiences inclusive? Are the children provided with choices? Are leaning experiences based on and extended from observations of the children?

This indicator reflects the implementation of learning experiences from the Program Plan.

**Developmentally-Appropriate:** meets the individual physical, social, emotional and intellectual development of a child.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Learning experiences offered do not reflect the current Program Plan</b>                      Learning experiences offered are not reflected on the Program Plan. For sites practicing emergent curriculum, learning experiences are documented by the end of the day.</p> <p><b>Learning experiences offered are not developmentally-appropriate</b>                      Learning experiences offered are either too advanced or do not present enough challenge for the children enrolled.</p> <p><b>Learning experiences do not promote choice for children</b>                      Children are not observed to have a choice of what learning experience they want to do. For example, children are only able to access books early in the morning or only one learning experience is offered at a time and children are not provided with a choice.</p>	<p><b>There is current documentation which demonstrates that observations of children are used in the development of learning experiences</b>                      Staff keep a record of observations, photo documentation or storybooks. At least one observation per child per week has been documented. For children attending Full Day Kindergarten, it is expected that at least one observation per child per month is documented during the school year. During extended school breaks, it is expected that staff document at least one observation per child per week.</p> <p><b>Learning experiences are adapted to meet any child's individual needs</b>                      Staff modify activities, learning experiences and routines to allow all children to participate. For example, a child is provided a larger paint brush to paint, a child is shown the steps for dressing.</p>	<p><b>Photo documentation of learning experiences available</b>                      Staff use photographs of children participating in activities and experiences to share what the child is learning during the day. Written description of the learning opportunity must accompany the photograph. Photographs can be used for recall opportunities with the children.</p> <p><b>Activity resources accessible for families</b>                      Staff provide resources on developmentally-appropriate activities for families which extends the current learning opportunities. For example, printed copies of the recipe for the weekly cooking activity are made accessible to families. Copies provided directly to the families are considered accessible. When families have to ask for copies it is considered available.</p> <p><b>Portfolios regarding each child's development are accessible to families</b>                      Staff compile portfolios that document the child's developmental progress. For example, portfolios may include two or more of the following items: development reviews, art work, photographs.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Learning experiences are based on children's interests</b>                      Children are engaged in activities and experiences. This may also include adaptations made to the Program Plan based on children's interests</p>	<p><b>Enrichment program, in addition to regular program, is included monthly</b>                      Evidence is shown that the program incorporates enrichment programming which goes above and beyond the regular program. A staff or parent within the centre can offer the enrichment program, which may also be extended to other program rooms. For example, monthly music teacher, yoga, creative movement instruction, a children's workshop.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.</p>

## 4. Indoor Physical Environment

**Intent:** To ensure all play equipment, furnishings, and learning environments are age-appropriate and safe for children. The play environment is organized and inviting. Materials reflecting people with disabilities/diverse cultures should be placed in an inclusive manner throughout the room. Staff adapt the environment to meet the needs and interests of the children. Staff are given time away from supervision duties to prepare the learning experiences planned for the children and environment set-up.

**Inspiring Pedagogy:** "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20)

**Reflective Question:** Is the environment arranged in a manner that is inviting and encourages children to explore? Are there any barriers to the children that would impede them from playing freely? Are there any barriers to supervision with this set-up? Are the toy and play materials open-ended and allow for children to adapt to meet their own needs and interest?

**Physical Environment:** the space/room where children spend their time.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Play equipment, toys and materials are disorganized</b>                      Similar equipment, toys and materials are not grouped together and/or toys and materials are haphazardly piled on shelves.</p> <p><b>Toys are not accessible on open shelves to children</b>                      Children cannot take the toys and materials they want to play with off a shelf by themselves, or shelves are closed off from the children.</p> <p><b>Furnishings are in poor condition</b>                      Furnishings are in poor condition. For example, shelving units have chipped paint, carpeting is frayed, furniture is unstable, and seating is torn.</p> <p><b>Room set-up does not allow for supervision of children</b>                      The room set-up interferes with safe supervision of all children.</p>	<p><b>The play environment is arranged into learning areas that are open and accessible throughout the day</b>                      All learning areas are open during free play and planned program time.                      Learning areas provide space for: Sensory/Art, Language/Listening, Dramatic, Construction/Block, Science, and Cognitive/Manipulative.</p> <p><b>The play environment is designed to promote participation and peer interactions</b>                      There are small areas for children to play in, for example, a cozy corner where two children can read a book AND large areas where three or more children can play together. There are sufficient tables and chairs.</p> <p><b>The play environment is designed to promote independent use by children</b>                      The room is set up in a way that encourages children to access materials independently.</p> <p><b>Floor space with suitable floor coverings is available</b>                      There is at least one area of the floor with a soft covering. For example mats or carpets for children to sit comfortably on the floor to play.</p>	<p><b>Organized storage space available</b>                      There is space for staff to be able to store rotational toys and other play materials. The space is organized and /or labelled allowing staff to easily access equipment.</p> <p><b>Time is scheduled daily for staff to prepare materials in advance of learning experiences</b>                      Staff have time scheduled daily to prepare materials in advance. For example, time when a staff is off program to prepare materials in advance and/or set up the environment is documented. The staff would not be counted in ratios.</p> <p><b>Environment adjusted to meet the needs of children</b>                      When needed, staff rearrange the room environment to meet the needs of the children. For example, staff expand dramatic play space to allow for more children to participate.</p> <p><b>Child height windows in doors/walls to see out</b>                      Within the playroom environment, windows and/or doors are at child's height to allow for children to see out.</p> <p><b>Two or more educational play materials reflecting people with disabilities are accessible in at least three areas</b>                      These materials need to be integrated in three areas. For example, two puzzles in the cognitive area, two toy wheelchairs in the dramatic play area and two books in the book area.</p>



Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Safe storage space available for equipment/toys and materials</b>                      There is space for staff to be able to store rotational toys and other play materials. The space does not pose a safety issue. For example, boxes are not stacked on top of each other.</p> <p><b>Safe mirror at child's eye level in the playroom</b>                      There is a safe mirror accessible within the room environment at the children's eye level.</p> <p><b>Two or more educational play materials reflecting people with disabilities are accessible in two areas</b>                      Educational play materials may include toy wheelchairs or guide dogs, dolls with leg braces, puzzles and/or books that depict people with disabilities. These materials need to be integrated in two areas. For example, two puzzles in the cognitive area and two books in the book area.</p> <p><b>Two or more educational play materials reflecting diverse people/cultures are accessible in two areas</b>                      Educational play materials may include dolls with different skin tones, ethnic foods, wooden dolls reflecting diverse people. These materials need to be integrated in two areas. For example, two ethnic foods in the dramatic play area and two wooden dolls representing diverse people are found in the block area.</p>	<p><b>Two or more educational play materials reflecting diverse people/cultures are accessible in at least three areas</b>                      These materials need to be integrated in three areas. For example, two ethnic foods in the dramatic play area, two puzzles reflecting diverse cultures in the cognitive area and two wooden dolls representing diverse people are found in the block area.</p>

## 5. Displays

**Intent:** Displays are inclusive and are changed regularly to reflect the recent interests and artwork created by the children. Displays are at the children's eye level, which promotes spontaneous interactions, logical thinking and memory recall. Displays include parent participation in the program and encourage community involvement. Displays of people with disabilities, diverse cultures and family structures, should be staged in an inclusive manner throughout the room and used as teaching tools. Displays should be meaningful to the children in the program, for example a picture of a child in the program reading a book in braille.

**Inspiring Pedagogy:** "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24)

**Reflective Questions:** Do the displays strengthen and add meaning to the program? Are the displays arranged to support the children to feel a sense of belonging? Are all displays inclusive and free of bias? Can the children see themselves represented in the displays within the classroom?

**Display:** anything posted on the walls, digital photo frames. For example:

- commercial displays (store-bought alphabet charts)
- adult-made displays (family tree with pictures of the children in the room and their families)
- child-made displays (children's art)
- portable displays: only acceptable in shared space when wall space is limited. For example, display boards, photo albums on display and not stored on the book shelf

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No displays posted</b> There are no displays posted in the room.</p> <p><b>More than half of the children's art work is product-oriented, not process-oriented</b> More than half of the children's art work is product-oriented, and focused on creating a standard product or achieving a specified outcome.</p> <p><b>Displays are arranged in a segregated manner</b> Displays are not placed in an inclusive manner or displayed throughout the environment. For example, all disability displays are grouped together.</p>	<p><b>At least three displays include children's own artwork as well as adult-made and/or commercial materials</b> The room has at least three displays that include children's artwork and adult-made/commercial materials.</p> <p><b>Displays are:</b></p> <p><b>Reflective of children's recent activities</b> Three or more children's displays include recent activities. For example, artwork from the previous month. However, artwork older than two months is not considered recent.</p> <p><b>Developmentally-appropriate</b> Displays include pictures that are developmentally-appropriate for young children.</p> <p><b>Culturally-appropriate and free of bias</b> Displays are culturally-appropriate and may include posters and pictures of children and adults from around the world. Displays are free of bias. For example, images depict different cultures in a everyday attire.</p>	<p><b>Additional displays are placed throughout the environment</b> Displays may extend throughout the centre. For example, the cloakroom, hallways, entrance. These displays are free of bias and are displayed in an inclusive manner.</p> <p><b>Displays include family involvement in activities and/or events</b> Two or more photos in the room include photographs of current families engaged in centre activities. For example, family breakfast, summer BBQ, field trips.</p> <p><b>Displays promote inclusion in daily living</b> Two or more photos in the room include images of diverse people and people with varying disabilities doing typical things.</p> <p><b>Displays include children in the room participating in activities and experiences</b> Two or more photos in the room include photographs of current children participating in planned and/or documented experiences. These photos do not include the photos of the children in the visual schedule or the family tree displays.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Two or more displays include people with disabilities</b>                      May include images of people with varying disabilities participating in everyday activities or using different types of assistive devices.</p> <p><b>Two or more displays include cultures/races</b>                      May include images of people from different races or cultures, international flags, language displays.</p> <p><b>Two or more displays include family structures</b>                      May include images of at least two different family structures. For example: extended families, same sex families.</p> <p><b>As much as possible, displays are at child's eye level</b>                      Displays are posted at children's eye level. For example, on furniture, in the room, picture frames or on the wall.</p> <p><b>Photographs of current children and/or families are displayed</b>                      Pictures of some children but not necessarily all children in the room at the time of the assessment are seen in displays. Two or more photos of children currently enrolled in the program are displayed within the room.</p>	<p><b>Two or more displays are in more than one language</b>                      Displays in the room include different languages. Two or more languages other than English are displayed in the room environment. Best practice, displays would reflect the commonly spoken languages of the families and staff in the centre and should be checked for accuracy before posting.</p> <p><b>Children's three-dimensional creations are on display</b>                      Three-dimensional items created by children may be anywhere within the room.</p>

## 6. Sensory, Science and Nature

**Intent:** Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments.

**Inspiring Pedagogy:** "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35)

**Reflective Questions:** Are the materials safe and developmentally appropriate? Do the materials provided promote critical thinking? Do the materials provided enhance the natural curiosity of the children?

Sensory Activities may include planned learning experiences referring to one or more of five senses: taste, sight, touch, smell and hearing.

Science & Nature may include:

- bottles filled with coloured water & oil, acorns, pebbles
- magnifying glass
- plants
- coloured lens
- Volcanoes
- Tornado bottles

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No materials for science and nature learning experiences</b>                      There are no materials available in the room for science and nature learning experiences .</p> <p><b>No materials for sensory learning experiences</b>                      There are no materials available in the room for sensory experiences.</p> <p><b>No equipment for sensory learning experiences</b>                      There is no equipment available in the room for sensory learning experiences. For example, no sensory bin and/or table.</p>	<p><b>Three or more developmentally-appropriate science and nature equipment and/or materials are accessible</b>                      There are materials and equipment accessible to the children in the room for science/nature learning experiences. For example, magnifying glasses, pinecones and a weight scale.</p> <p><b>Three or more developmentally-appropriate sensory equipment and materials are accessible</b>                      There are materials and equipment accessible to the children in the room for sensory learning experiences. For example, sensory bottles, tactile bags and sand.</p> <p><b>Sensory opportunities accessible throughout the day</b>                      Sensory learning experiences are made accessible during free play and planned programming times for children to participate.</p>	<p><b>Three or more science and/or nature learning experiences planned and/or documented weekly</b>                      Three or more science and nature learning experiences are planned and/or documented weekly.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p> <p><b>One science and nature learning experience planned and/or documented daily</b>                      One science and nature learning experience planned and/or documented daily.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Opportunities to experience natural objects and/or events</b>                      Staff offer opportunities that incorporate natural objects. For example, snow, plants, honeycombs, nests, shells, gourds.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		<p><b>Two or more planned and/or documented sensory learning experiences daily</b>                      Two or more sensory learning experiences are planned and/or documented daily.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Permanent sensory equipment accessible to children in the play environment</b>                      Sensory equipment is always accessible. For example water/sand table, sensory bottles, texture boards, fabric swatches, plastic grass.</p> <p><b>Evidence of extended science and nature projects</b>                      Science and nature learning experiences are extended. This may include planting, a height chart with measurements over time and a cause and effect experiment. Evidence can be seen on the program plan or in progress in the room. Past experiences can be shown through photos, photo documentation, homemade books or charts.</p>

## 7. Art

**Intent:** Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. Safe art materials and equipment are always accessible to the children and are developmentally-appropriate. Materials reflecting diverse skin tones are placed in an inclusive manner.

**Inspiring Pedagogy:** "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42)

**Reflective Questions:** Are the art materials accessible in a inclusive manner? Are the materials being replenished allowing the children to engage in self-directed art? Are materials kept in good condition, for example, have the markers dried out? Do the children have access to unsafe or toxic materials? Do the materials inspire the children to be engaged? Are the materials open-ended and allow for the children to express themselves as they see fit?

### Art Equipment and Materials

- painting (paints, easel, paint shirts, brushes, water containers, sponges)
- drawing (paper, crayons, pencil crayons, pastels, table space, stamps/stamp pads)
- cutting and pasting (magazines, paper, children's scissors, glue)

**Note:** Materials should not pose choking hazards. Children's allergies should be considered when choosing materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No equipment for art learning experiences</b>                      There is no equipment available in the room for art learning experiences. For example, no easel or paint brushes.</p> <p><b>No materials for art learning experiences</b>                      There are no materials available in the room for art learning experiences. For example, drawing tools, glue or paper.</p> <p><b>Art equipment is in poor condition</b>                      Art equipment is in poor condition. For example, easel is unstable.</p> <p><b>Art materials are in poor condition</b>                      Art materials are in poor condition. For example, markers are dried out, crayons are too short for children to grasp, and paper is ripped.</p> <p><b>Children have access to toxic art materials</b>                      Children have access to toxic art materials. For example, bingo dabbers, permanent markers and any item that states "keep out of reach of children".</p>	<p><b>A sufficient number of the following art materials are accessible:</b></p> <p><b>Painting and drawing</b>                      This may include, but not exclusive to: paints, paint brushes, markers, crayons, chalk, pastels and paper.</p> <p><b>Modelling materials</b>                      This may include, but not exclusive to: Play dough, modelling clay, plasticine.</p> <p><b>Collage materials</b>                      This may include, but not exclusive to: glue, glue sticks, stickers, fabric, yarn, tissue paper.</p> <p><b>Printmaking</b>                      This may include, but not exclusive to: stamps/ stamp pads, stencils.</p> <p><b>Three-dimensional materials</b>                      This may include, but not exclusive to: paper towel rolls, tissue boxes, yogurt containers.</p>	<p><b>Two or more art learning experiences planned and/or documented daily</b>                      Two or more art learning experiences are planned and/or documented daily.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Evidence of extended art projects</b>                      Art learning experiences are extended beyond the planned time or extended art experiences take several sessions or days to finish. For example, making paper mache props, or the planned learning experience to paint a box evolved into making an entire community with three-dimensional materials. Evidence can be seen on the program plan or the final creation may be on display. Past experiences can be shown through photos, photo documentation, homemade books or charts.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Three or more art materials include diverse skin tones</b>                      There are three or more art materials accessible that include- four or more different skin tones. For example, drawing tools (markers, crayons), paint and paper.</p> <p><b>Equipment for art learning experiences is accessible to children</b>                      Art equipment is always accessible to children.</p>	<p><b>Art projects are incorporated into other areas</b>                      Props created by children are used in other areas of the room. For example, a city created out of three-dimensional materials is used in block area, or collages of different food groups are used as food flyers for the grocery store in the dramatic play area.</p> <p><b>Three or more art mediums are used in planned and/or documented learning experiences</b>                      Three or more of the art learning experiences planned and/or documented throughout the week reflect the use of different art mediums, for example, paint and sponges, glue and collage materials, paper and crayons.</p>

## 8. Books

**Intent:** A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. Linking books in a thoughtfully displayed manner in other learning areas, or the programmed experiences, provides opportunities for enriched, extended learning possibilities.

**Inspiring Pedagogy:** "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42)

**Reflective Questions:** Are the books in good condition? When incorporating books into other areas, do the books add/have meaning to that area? Are there a variety of topics? Are the books inclusive and bias free? Have the books been placed throughout the room that will promote children to become engaged with? Are literacy experiences reflective throughout the room and following the cues and interests of the children? Have the books been placed in other learning areas in a meaningful way?

**Developmentally-Appropriate Books:** books written at the developmental level of the children enrolled in the room.

**Book Accessories:** puppets, flannel boards and flannel pieces, finger puppets, stuffed animals, magnetic boards and pieces, play characters/ figurines

Total number of books accessible: can include the required books reflecting diverse cultures, disabilities, different languages and real photos.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Books are in poor condition</b>                      At least 10% of books are missing pages, a front or back cover. The words and pictures are not legible.</p> <p><b>Books are not accessible for independent use</b>                      Books are not accessible for the children to use. Books are kept out of reach of children or for display only.</p> <p><b>Less than two developmentally-appropriate books for each child enrolled</b>                      There are not enough books accessible to the children in the room.                      Multiply the number of children enrolled in the room by two to determine the minimum number of developmentally-appropriate books that are required.</p> <p><b>Area does not include soft seating and/or cushions for sitting</b>                      The room does not have a separate reading area or the reading/quiet area does not include things such as: a sofa, chairs, or cushions that would make the area comfortable for children to sit.</p>	<p><b>Books reflect three or more topics</b>                      The books in the room reflect three or more topics. For example, favorite story characters, insects and trucks.</p> <p><b>Three or more books contain real images of people and/or objects</b>                      Three or more books portray real people or objects. For example, a book with images of actual food items, animals, people.</p> <p><b>Two or more books which include diverse people/cultures are accessible</b>                      Two or more books that include images of children and adults from around the world. The books are inclusive and bias-free.</p> <p><b>Two or more books which include people with disabilities are accessible</b>                      Two or more books that include images of people with varying disabilities participating in everyday activities or using different types of assistive devices. The books are inclusive and bias-free.</p>	<p><b>Books for rotation are available</b>                      Additional books are available for rotation. The rotational books can be shared within the centre.</p> <p><b>Books are incorporated into one other learning area</b>                      Books are placed in one other area of the room. For example, the science, art or drama areas have books related to the learning area or the theme of the area. Books can be incorporated through placing on shelf or in the toy bins. These books are used to extend and enhance children's learning.</p> <p><b>Books are incorporated into three or more other learning areas</b>                      Books are placed in three or more areas of the room. For example, the science, art, and drama areas have books related to the learning areas or the theme of the areas. Books can be incorporated through placing on shelf or in the toy bins. These books are used to extend and enhance children's learning.</p> <p><b>Two or more books relate to current Program Plan</b>                      Two or more books in the room relate to the current Program Plan focus to support and enhance children's learning. The books are accessible to the children.</p>



Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>One book accessory is accessible in the book area</b>                      One or more accessory accessible. For example, puppets, or a flannel board with flannel pieces in the book area for children to use in combination with books to extend their play.</p>	<p><b>Homemade books are accessible</b>                      Books made by staff/children are included in the classroom environment in a meaningful way. Homemade books reflecting diversity and disabilities are inclusive. For example, books contain images of people engaged in everyday activities and represent various cultures, ages, genders, abilities/disabilities.</p> <p><b>Three or more books which include people with disabilities are accessible</b>                      There are three or more books that include images of people with varying disabilities participating in everyday activities or using different types of assistive devices. The books are inclusive and bias-free.</p> <p><b>Three or more books which include diverse people/cultures are accessible</b>                      There are three or more books that include images of children and adults from around the world. The books are inclusive and bias-free.</p> <p><b>Two or more book accessories are accessible in the book area</b>                      There are two or more book accessories in the book area for children to use in combination with books to extend their play. For example, puppets, finger puppets, flannel board with flannel pieces, masks, play characters/figurines, animals, magnetic board with magnet pieces</p> <p><b>Two or more print materials are accessible</b>                      This may include developmentally-appropriate children's magazines and newspaper clippings.</p>

## 9. Language and Literacy

**Intent:** By exposing children to various materials and accessories, staff promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. By exposing the children to other literacy materials, languages and experiences, the staff promote on-going learning in other environments.

**Inspiring Pedagogy:** "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42)

**Reflective Questions:** Does the environment encourage early literacy skills naturally through play? Does the labeling of the shelves/bins reflect the literacy level of most of the children? Are language and literacy opportunities being extended to the families to continue skill building at home?

**Language and Literacy learning experiences:** labelling games, audio books, reading books, singing songs, telling stories.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff do not read to children daily</b>                      Staff do not read to children on a daily basis, either spontaneously or planned, during large or small group times or to individual children.</p> <p><b>Writing materials are not accessible</b>                      Children are not able to independently access writing materials. Writing materials are limited to drawing tools located on the creative shelf or writing materials are incomplete.</p> <p><b>Language and literacy toys/puzzles are not accessible</b>                      There are no language and literacy toys/puzzles accessible in the playroom. For example, puzzles, matching games, alphabet blocks.</p>	<p><b>Three or more writing materials are accessible</b>                      Three or more types of writing materials are accessible to extend learning opportunities for language and literacy and are above items required for creative. -For example: pencils, erasers, rulers, paper, word boxes, dictionary, write on/wipe off board, dry erase markers, chalkboard and chalk, Etch A Sketch, magnetic boards/letters.</p> <p><b>Two or more language and literacy toys or puzzles are accessible</b>                      Two or more language and literacy materials accessible to children. For example, puzzles, matching games, alphabet blocks, tracing letters, or play materials with letters or numbers.</p> <p><b>Toy bins and/or shelves are labelled with words and/or pictures</b>                      Half of the toy bins and/or shelves are labelled with words, pictures or a combination of both.</p>	<p><b>Language and literacy opportunities are integrated into one other area</b>                      Staff incorporate language and literacy materials into one other learning area. For example, finger puppets with songs, felt board stories, keyboards, phones, word builders, word blocks.</p> <p><b>Toy bins and shelves are labelled with words and pictures</b>                      More than half of the toy bins and shelves are labelled with words and pictures. For example, the bins on the shelves are labeled with pictures and the shelf is labelled with words.</p> <p><b>Two or more language and literacy learning experiences are planned and/or documented daily</b>                      Two or more language and literacy learning experiences are planned and/or documented daily.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		<p><b>Children have exposure to different languages</b>                      Staff use different languages when speaking with children. For example, singing songs in different languages, using key words in child's preferred language, using dual language books and play materials are accessible Best practice, homemade books in dual languages would reflect the commonly spoken languages of the families and staff in the centre and should be checked for accuracy.</p> <p><b>Staff use more than one form of communication</b>                      Staff use more than just verbal communication with children. For example, sign language, gestures or PICs are used to support children's learning.</p> <p><b>Staff provide opportunities for families to access literacy materials</b>                      Staff provide resources/materials related to literacy experiences. For example, families can be offered books to take home, resources for local libraries, book mobiles.</p> <p><b>Community language and literacy experiences available to the children monthly</b>                      Evidence is shown that community language and literacy experiences are incorporated into the program on a monthly basis. This may include visiting the library or the book mobile or a parent/community volunteer visit the child care centre for story-telling.</p>

## 10. Music and Accessories

**Intent:** By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. Music and lyrics are age-appropriate. Children learn, through repeated exposure, a positive appreciation of music and movement.

**Inspiring Pedagogy:** "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children’s learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42)

**Reflective Questions:** Are the covers and content of the CDs appropriate for for children's viewing and listening? When music is played, does it add meaning and purpose to the program? Can the children access the instruments freely? Are the materials and accessories inclusive and responsive for all children in care? Are the props that are used during the musical experience open-ended and flexible to meet the interests and abilities of the children?

**Music:** While children play, staff sing or play recorded music. Music needs to be played in a meaningful manner that benefits the learning opportunities and experiences during the day for example during transitions, tidy up time, children wanting to dance, rest time.

**Recorded Music:** - for example, classical, jazz, blues, children’s music, calypso.

**Accessories:** musical instruments, CDs/books, puppets, scarves, ribbons, shakers, microphones

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Loud background music interferes with learning experiences</b>                      Staff have to raise their voice or turn down the music so children can hear them.</p> <p><b>Music is not appropriate for the age group</b>                      Music and/or lyrics are not appropriate for the age of the children in the room.</p> <p><b>Radio is played when children are present</b>                      The radio is played while children are in attendance. This is not appropriate as commentary and content cannot be controlled.</p> <p><b>Staff do not sing to children daily</b>                      Staff do not sing with children on a daily basis, whether it is with an individual child, small group or large group.</p>	<p><b>Three or more different types of music are available to be played to children</b>                      Three or more different types of music, including more than one artist AND more than one genre.</p> <p><b>Three or more different types of musical instruments are accessible to children</b>                      Three or more types of musical instruments. For example, tambourine, piano and cymbals which children can use independently during free play.</p> <p><b>Musical instruments are in good condition</b>                      Musical instruments are in good condition and complete. For example, there are two cymbals for one child to use, and the electronic instruments have working batteries.</p>	<p><b>Two or more music and movement learning experiences are planned and/or documented weekly</b>                      Two or more music and movement learning experiences are planned and/or documented weekly.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Staff sing/play songs from different cultures</b>                      Staff incorporates songs into the environment by either singing songs or playing music from different cultures. Evidence can be seen on the program plan, in your selection of music or observed during the assessment</p> <p><b>Props are used to enhance music experiences</b>                      Children use props while engaging in music play. Evidence can be seen on the program plan or observed during the assessment. .For example finger puppets, scarves, musical instruments,streamers. These are used to enhance the children's music experiences.</p> <p><b>Audio playlists are available</b>                      Where applicable, audio playlists are made available if requested. This refers to MP3 players, iPads, iPhones, iPods, tablets  <b>(Sub-item potentially not applicable).</b></p>

## 11. Physical Play Learning Experiences

**Intent:** To promote daily physical play learning experiences for children and encourage a healthy lifestyle and allow children to experience their natural environment in all different weather conditions. Children are given choices of physical play learning experiences both in the morning and afternoon, whether indoor or outdoor which are planned and/or documented. Active physical play learning experiences promote large muscle development, coordination skills, and reduce undesirable behaviours. By giving the children the opportunities to lead the experiences, they can enhance their leadership qualities and turn-taking skills.

**Inspiring Pedagogy:** "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practise self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30)

**Reflective Questions:** Do all of the planned and documented gross motor learning opportunities promote large muscle movement? Are the staff meaningfully engaged? Are the planned and documented gross motor learning opportunities based on the interests of the children? How have the planned physical experiences included the complexities of all children? Have opportunities been given for children to develop a higher sense of self-regulation? Are there any barriers for all children to participate within the program?

**Planned and/or documented experiences:** need to be activities that encourage large muscle movement. For example—an obstacle course, pulling wagons, bowling, crawling through tunnels, rolling balls, pushing carts.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No planned and/or documented physical play learning experiences</b>                      There is no current outdoor plan posted or there is no physical play learning experience indicated on the Program Plan for the week.</p> <p><b>Physical play learning experiences are not offered during inclement weather</b>                      Alternate physical- learning experiences/opportunities are not offered when children are unable to go outside due to inclement weather.</p> <p><b>Indoor gross motor equipment is not available</b>                      Children do not have access to indoor gross motor equipment during indoor gross motor play.</p>	<p><b>Children are given a choice of two or more planned and/or documented physical play learning experiences daily</b>                      Children are provided a choice of at least two planned and/or documented physical play learning experiences daily.</p> <p><b>Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate</b>                      Learning experiences are developmentally-appropriate or are adapted so that children are able to participate.</p> <p><b>Staff are engaged in planned and/or documented physical play learning experiences with the children</b>                      Staff are observed participating in the physical learning experiences/opportunities with children.</p>	<p><b>Children are given the opportunity to lead outdoor learning experiences</b>                      Children initiate outdoor and/or indoor learning opportunities.</p> <p><b>Designated safe space for indoor physical play learning experiences available</b>                      In the event children are unable to go outside for physical play, a designated space is available. For example, a school gym, atrium, empty room, the classroom.</p> <p><b>Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon</b>                      Staff plan and/or document two physical play learning experiences in the morning and two physical play learning experiences in the afternoon. The physical play learning experiences can be implemented inside and outside.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable).</b></p>

## 12. Blocks and Construction

**Intent:** Children should have access to an ample selection of props and blocks with which they can build, create and explore concepts. This may include, but not exclusive to, spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing.

**Inspiring Pedagogy:** "Through play and inquiry, young children practise ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15)

**Reflective Questions:** Are any of the materials broken or incomplete? Can the children combine other materials to enhance their play? Are there materials with different textures for the children to manipulate? Are the toys and play materials open-ended and flexible to encourage children to adapt them to meet their individual needs? Does the accessibility of the toys and play materials encourage children to be independent within their play?

**Block/Construction Materials:** different sizes of building blocks, Duplo, Kinex.

**Blocks/Construction Accessories:** race tracks, cars, play people, farmhouse and animals.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Block and construction materials are not accessible</b>                      There are less than three different types of block/construction materials accessible for children. For example, only Duplo blocks are accessible.</p> <p><b>Block and construction accessories are not accessible</b>                      There are no block/construction accessories accessible for children. For example, there are only cars or people accessible.</p> <p><b>Block and construction materials are in poor condition</b>                      Block/construction materials are in poor condition. For example, wooden blocks are splintered and chipped, cardboard blocks are damaged.</p> <p><b>Block and construction accessories are in poor condition</b>                      Block/construction accessories are in poor condition. For example, cars are missing wheels, people missing limbs, farmhouse has sharp edges.</p>	<p><b>Three or more developmentally-appropriate block and construction materials are accessible</b>                      Three or more different types of appropriate blocks and construction materials. For example, small and large blocks, wooden, Duplo or cardboard blocks.</p> <p><b>Three or more developmentally-appropriate block and construction accessories are accessible</b>                      Three or more different accessories accessible. For example, farmhouse, cars, people, and animals in the block area.</p> <p><b>Children are able to combine materials from other areas</b>                      Children are able to bring materials from other learning areas to enhance their learning experience in the block and construction area.</p>	<p><b>Block and construction materials are available for rotation</b>                      There are additional block and construction materials available for rotation.</p> <p><b>Block and construction materials include three or more textures</b>                      Three or more sets of blocks are accessible that feel texturally different. For example, smooth blocks, dimpled blocks and squishy blocks.</p> <p><b>Two or more block and construction learning experiences are planned and/or documented weekly</b>                      Two or more block learning experiences planned and/or documented weekly.                      Note: not applicable for half-day nursery school programs or Full Day Kindergarten programs during the school year.  <b>(Sub-item potentially not applicable)</b></p> <p><b>On-going project work is saved</b>                      Children are able to save ongoing project work to complete at a later time. This can be accomplished by using the top of a toy shelf, a special place in the room, a tray or a bin.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Block and construction materials are incomplete</b> Block/construction materials are incomplete. For example, only a few wooden blocks are accessible and not the full set which will limit the children's experience.</p> <p><b>Block and construction accessories are incomplete</b> Block/construction accessories are incomplete. For example, only one wooden figure and two cars are accessible and not the full set.</p>		

## 13. Cognitive and Manipulative

**Intent:** To offer children daily experiences with a multitude of materials and accessories. To encourage a natural play environment that enhances cognitive development. Spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences allow staff to lead children to higher learning, based on the children's observed cues and interests.

**Inspiring Pedagogy:** The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry (HDLH, pg15)

**Reflective Questions:** Are the materials developmentally appropriate for the current group of children? Are there enough toys for all the children? Are the toys/games complete, for example: the puzzles and/or games have all the pieces? Are the educators able to observe the children in play and adapt the toys and play materials to follow the interests and cues of the children?

**Cognitive learning experiences:** counting and sorting games, buckets of coloured bears (for sorting into different colours), different animals mixed in together (categorizing), puzzles, cause and effect toys.

**Manipulative learning experiences:** support development of fine motor skills. lacing, sewing cards, shape sorters.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Cognitive and manipulative materials are not accessible</b>                      Cognitive and manipulative materials are not accessible for children. For example, puzzles, memory games, sequencing cards.</p> <p><b>Cognitive and manipulative materials are in poor condition</b>                      Cognitive and manipulative materials are in poor condition. For example, toys are chipped, have sharp edges.</p> <p><b>Cognitive and manipulative materials are incomplete</b>                      Cognitive and manipulative materials are incomplete. For example, a shape sorter is missing some of the shapes.</p>	<p><b>Three or more different types of cognitive and manipulative materials are accessible</b>                      Three or more different types of cognitive and manipulative materials accessible for children. For example, puzzles, sequencing cards, memory game, shape sorters.</p> <p><b>Two complete toys for each child enrolled are accessible</b>                      For each child enrolled in the room, there are two or more complete cognitive/manipulative toys. If credit has been given in another section or sub-item for a specific toy, it cannot be counted twice. For example, puzzles, pegs and peg boards, sequencing cards, magnetic letters/boards, lacing shapes, gears, bead mazes, shape sorter.</p> <p><b>Cognitive and manipulative materials are developmentally-appropriate</b>                      The materials are developmentally-appropriate for all children in the room. The cognitive and manipulative materials reflect the age and developmental level of the children in the room.</p>	<p><b>Additional cognitive and manipulative materials are available for rotation</b>                      There are complete toy sets in storage for rotation. The additional cognitive and manipulative materials can be shared within the centre</p> <p><b>One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts</b>                      One of the daily planned and/or documented cognitive and manipulative learning experiences reflects math concepts. For example, weighing scales, singing songs with numbers or counting games. For example, measuring and counting, seriation, sand timers, number recognition.</p> <p><b>One planned and/or documented cause and effect learning experience offered weekly</b>                      One of the daily planned and/or documented cognitive and manipulative learning experiences reflects cause and effect concepts. For example, marble works, /lock boards, gears, self-help boards.</p>



## 14. Dramatic Play

**Intent:** To provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes are used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective

**Inspiring Pedagogy:** "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24)

**Reflective Questions:** Do the materials clearly reflect the program plan focus? Do the children have an interest in the planned focus? Are there enough materials available to support three role playing possibilities? Can any materials be added to enhance what is already there? Do the children have an opportunity to create props to support their play? Are the props and play materials reflective of an inclusive sense of belonging? Does the environment support children to build relationships with one another through play? Are the props and play materials open-ended and able to be adapted to the child's play? Does the environment promote opportunities for children to master self – regulation within their play?

**Dramatic Play Accessories:** may include, but not exclusive to, dress up clothes, puppets, toy appliances and furniture such as: a stove, table/chairs, dishes, washer/dryer, workbench.

**Kits/Prop Boxes:** may include, but not exclusive to, bins filled with materials and toys for a specific focus. For example, the bin may include rollers, paint brushes, smocks, when the focus is "house painting".

**Note:** It is not appropriate to use real medication bottles, empty cleaning products bottles, detergent bottles as pretend play props. Any container label that states "keep out of reach of children" should not be used as a prop. Children's allergies should be considered when choosing props/materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Insufficient accessories and equipment for the number of children enrolled</b> There are not enough accessories for pretend play for the number of children who want to use them.</p> <p><b>Accessories and equipment are in poor condition</b> Some accessories for dramatic play are broken, missing pieces, or frayed.</p> <p><b>Accessories and equipment are not developmentally-appropriate</b> Dramatic play accessories are not developmentally-appropriate for the children enrolled in the program.</p>	<p><b>Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus</b> A dramatic play focus is identified on the Program Plan. Accessories and equipment provide for three or more role playing possibilities within the dramatic play focus. For example, grocery store, cashier, customer, stock person. Roles do not need to be identified on the program plan but need to be reflected in the materials accessible bases on the program plan focus.</p> <p><b>Accessories and equipment reflect cultural diversity</b> Two or more types of dramatic play accessories and/or equipment reflective of diverse people and/or cultures are accessible. There must be two items for each type of accessory or equipment . For example, two pieces of cultural food and two dolls reflecting two different cultures.</p> <p><b>Mirror is accessible in the dramatic play area</b> A mirror at children's eye level is accessible directly in the dramatic play area. Mirrors should always be free of obstruction and in good repair.</p>	<p><b>Three or more dramatic play prop boxes are available for rotation</b> Three or more pretend play prop boxes available within the centre for staff to change the Program Plan focus. For example, house centre, workshop, fire station.</p> <p><b>Dramatic play area includes real items that are developmentally-appropriate</b> Three or more real items are included in the dramatic play area. For example, food containers, diapers for dolls, and clothing.</p> <p><b>Three or more accessories are culturally diverse</b> Three or more types of dramatic play accessories and/or equipment reflective of diverse people and/or cultures are accessible. There must be two items for each type of accessory or equipment . For example, two pieces of cultural food , two dolls reflecting two different cultures and two pieces of cultural clothing .</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		<p><b>Child's full body-length mirror is accessible in the room</b>                      A child's full body length mirror is accessible within the room environment that is at the child's level and free of obstruction and in good repair.</p> <p><b>Literacy is incorporated into the dramatic play area</b>                      Materials that reflect literacy and/or number recognition are incorporated into the dramatic area. For example, menus for a restaurant, flyers for a grocery store, and pamphlets for the doctor's office.</p> <p><b>Accessories are added and built upon daily</b>                      Dramatic play accessories/props are added daily to extend and enhance play and are changed when appropriate. Evidence can be seen on the program plan or observed during the assessment.</p> <p><b>Children create props and accessories for dramatic play area</b>                      Children create props for dramatic play. For example, they make food flyers for the grocery store focus or adaptive equipment for the hospital focus.</p>

## 15. Electronic Media Usage

**Intent:** Guidelines are available and utilized by children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians are aware in advance of media used in the classroom, and resources are available for alternative learning opportunities. Staff have a way of monitoring games brought from home or usage of Internet within the room.

**Reflective Questions:** Does the use of media/technology enhance the learning opportunities? Is the amount of screen time available to the children developmentally appropriate? What are the benefits to the children? Is the movie or topic of interest developmentally appropriate? Are the parent aware of the topic and amount of screen time? Are educators engaged with the children to enhance and to extend spontaneous learning opportunities?

Electronic Media usage refers to any screen time children may be accessing. For example, watching TV/movies, computers, handheld devices, game systems, tablets and laptops.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>TV/Movie watching is not documented on the Program Plan</b>                      TV/movies are not planned and/or documented on the Program Plan or separate posting beside the Program Plan.  <b>(Sub-item potentially not applicable)</b></p> <p><b>No planned and/or documented alternate learning experiences when TV/Movies are shown</b>                      Alternate learning experiences are not planned and/or documented on Program Plan or separate posting beside the Program Plan.  <b>(Sub-item potentially not applicable)</b></p> <p><b>TV/Movie usage exceeds 45 minutes per week</b>                      Children watch more than 45 minutes of TV/Movies per week.  <b>(Sub-item potentially not applicable)</b></p> <p><b>No guidelines in place for computer/electronic game usage</b>                      There are no written guidelines in place for computer/electronic game usage. The guidelines are not available in the room.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Time is not limited or allocated equitably</b>                      Children spend extended periods of time using computer/electronic games. Staff do not monitor the computer/electronic game usage.  <b>(Sub-item potentially not applicable)</b></p>	<p><b>Information, including the name and length of the TV/Movie is documented on the Program Plan</b>                      The name of the television program/movie that will be viewed by children is indicated on the posted Program Plan or separate posting beside the Program Plan.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Parent/guardians are notified in advance of all TV/Movie watching</b>                      Parent/guardians are given advanced noticed of a specific television program/movie and when it will potentially be shown to children. This may include posting an information sheet in a placed beside the Program Plan before the start of the day when the TV/movie will be shown or having parents/guardians sign a consent form that lists the TV/movie that may be shown on a specific date or from time to time.  <b>(Sub-item potentially not applicable)</b></p> <p><b>TV/Movie content is rated "Family" or "G"</b>                      Children are watching TV/movies rated "Family" or "G."  <b>(Sub-item potentially not applicable)</b></p> <p><b>Posted guidelines are followed for computer/electronic game usage</b>                      Posted guidelines for computer/electronic game usage is followed by children and staff  <b>(Sub-item potentially not applicable)</b></p>	<p><b>Alternate activities are equally interesting to children</b>                      Alternative activities offered to children who do not want to watch the TV/Movie are of interest to them. Alternative activities are in addition to regular programmed and/or documented learning opportunities on the Program Plan. Evidence can be seen on the program plan or separate posting beside the Program Plan.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Electronic media are used by staff and children to extend topics of interest</b>                      For example, children are interested in butterflies and staff use an electronic device to further their research.</p> <p><b>Information is accessible to parent/guardians on effective use of media for learning</b>                      The childcare centre provides information for parents regarding safe and/or effective use of media learning. This may include pamphlets, brochures, and website links.</p> <p><b>Three or more educational games and computer/electronic programs are available</b>                      There are three or more different types of educational games and programs. For example, number games, word building games, and matching games.  <b>(Sub-item potentially not applicable)</b></p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No guidelines in place for Internet usage</b>                      If the children have Internet access, Internet usage guidelines are not available in the room and/or monitored by staff.  <b>(Sub-item potentially not applicable)</b></p>	<p><b>Games are rated "E" for everyone</b>                      All games are rated "E" for everyone. This includes games brought from home as well as Internet usage.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Evidence that parent/guardians are notified of Internet usage</b>                      This may include a paragraph in the parent manual, a list of websites visited, or information on the Program Plan or a statement on the posted guidelines.  <b>(Sub-item potentially not applicable)</b></p>	

## 16. Toileting and Diapering Routines

**Intent:** Staff to be familiar with and follow the Regional Public Health procedures and practices. The Regional Public Health procedures and practices are essential to follow for all toileting, diapering and potty routines because they ensure, that if followed correctly, staff maintain healthy and sanitary environments. All accessories and bathroom fixtures are in good condition. The toileting and diapering routines should be viewed as positive learning opportunities.

**Reflective Questions:** Are meaningful conversations taking place between the staff and children? Are the staff following the diapering/toileting routine correctly? Is the washroom area set up in a way that it allows staff to follow the diapering/toileting and gloving/hand washing procedures correctly?

**Picture Symbol Toileting Routine:** posted in the washroom and shows children what steps to follow when they are in the washroom, including how to use the toilet.

**Toileting Procedures:** posted or taken by staff. For example, a portable clipboard when they are toileting children.

**Toilet and Diapering Supplies:** includes hand soap, toilet paper, paper towels, diapers, pull ups, change table, baby powder, etc.

**Note:** Photographs depicting children using toilet/potty or being diapered are not considered appropriate.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Current Regional Public Health toileting routine not posted</b>                      Regional Public Health toileting procedures are not posted or taken by staff in the washroom and diapering area.</p> <p><b>Current Regional Public Health diapering routine not posted</b>                      Regional Public Health diapering procedures are not posted or taken by staff into the washroom and diapering area.                      (Sub-item potentially not applicable)</p> <p><b>Current Regional Public Health potty routine not posted</b>                      Regional Public Health potty procedures are not posted or taken by staff into the washroom and diapering area.                      (Sub-item potentially not applicable)</p> <p><b>No change table/mat available</b>                      There is no change table/mat or counter.                      (Sub-item potentially not applicable)</p> <p><b>Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed</b>                      There is not enough soap, toilet paper, paper towels, hand dryers or diapers for the number of children who need to use the washroom and/or toilets.</p>	<p><b>Posted procedures for toileting/potty and diapering are followed by staff</b>                      During observation of a toileting/diapering routine, staff always follow the posted procedures.</p> <p><b>Change table/mat in good condition</b>                      There is a change table/mat in good condition that is maintained/stored in sanitary manner.                      (Sub-item potentially not applicable)</p> <p><b>Toileting and diapering is unhurried</b>                      Staff give children the time they need to complete washroom routines.</p> <p><b>Toileting and diapering is viewed as an opportunity to interact with children</b>                      Staff engage in meaningful conversations with children during toileting and diapering routines, other than when they instruct or provide direction to children.                      NOTE: For Full Day Kindergarten children who use the washroom independently, staff will check and touch base with children.</p> <p><b>Toileting and diapering is viewed as an opportunity to encourage self-help skills</b>                      Staff use the time to encourage self-help skills. For example, pulling up their pants, flushing the toilet, wash their hands.</p>	<p><b>Child-size sink is accessible in the washroom</b>                      A child size sink is accessible in the washroom area. A single step stool is considered child size, multiple steps is adult size.</p> <p><b>Centre provides additional diapering supplies when required</b>                      The centre is able to supply extra diapering supplies, for example diapers and wipes to children who require without borrowing from others                      (Sub-item potentially not applicable)</p> <p><b>Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet</b>                      A visual depiction of the toileting routine is posted in the washroom at children's eye level in a place where children can see it while using the toilet. For example, directly in front or on the side wall. Staff use the visual schedule to support children as needed. It is observed that the visual schedule is being used as a teaching tool for children who are learning to use the toilet. <b>Real photos depicting children using toilet/potty or being diapered are not considered appropriate.</b></p> <p><b>Toilets are accessible within the room</b>                      Toilets are in the classroom and children are able to independently use them.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Separate covered garbage is not being used for sanitary disposal of soiled diapers</b>                      A separate covered garbage container is being used for soiled diapers and other supplies related to the diaper change. This applies to disposable and cloth diapers.  <b>(Sub-item potentially not applicable)</b></p> <p><b>Washroom is not adapted for use by all children</b>                      Adaptations have not been made to meet the needs of individual children. For example, there is no step stool for children who cannot reach a sink, or the adult-sized toilet.</p>	<p><b>Washroom area includes a mirror at child's eye level</b>                      A mirror is accessible and at an appropriate eye level for all children in the washroom area.</p>	

## 17. Meal and/or Snack Times

**Intent:** Meals and snack times should be viewed as positive learning experiences that promote social interactions and self-help skills. Staff encourage children to have a healthy respect for food and eating. To ensure smooth transitions before, during and after meals and snacks, have staff thought of the following ideas: is the timing working for the children; to minimize being up from the table are staff sitting in the right spot to best support all children; are the individual needs of the children being met?

**Reflective Questions:** Are staff engaging children in meaningful conversations? Do the children have the skills to serve independently? Do the children have an interest in the food that they are eating? Are all developmental needs being met during meal/snack times? How are educators engaged with children during snack and/or meals? Are educators engaged and developing relationships with all of the children during the meal time? Are meals and/or snack times seen as an opportunity to instill positive life long learning foundations for children?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Food is used as a reward or punishment</b>                      Food is used to reward, to acknowledge performance, to punish, or to control children's behaviour.</p> <p><b>No conversations and/or interactions occur during meal and/or snack times</b>                      Less than two conversations and/or interactions occur between children and adults during meal and/or snack times, excluding when staff instruct or provide direction to children.</p> <p><b>Individual children's needs are not met during meal and/or snack times</b>                      Children's individual needs are not met during meal times. For example, a child who falls asleep at the table is not offered their cot and able to eat their meal at a later time.</p>	<p><b>Children are encouraged to eat food, but never forced</b>                      During meals and/or snack, staff encourages children to eat but accept when children still refuse the food.</p> <p><b>Meal and/or snack times are viewed as a time for socialization and conversation</b>                      During observation of at least one meal or snack, staff engage in meaningful conversations with children to extend learning. For example, teach children fine motor and self-feeding skills, talk about the texture, temperature, and taste of different foods.</p> <p><b>Staff sit with children while serving food at the table</b>                      Staff sit with children while they are serving any food. Unless the staff is supporting a child through hand over hand, staff should be seated with the children and engaged in conversation. For example, preparing some food ahead of time and serving food from the table.                      Note: Open snack for Full Day Kindergarten during instructional days is acceptable however staff are required to check in and touch base with children</p> <p><b>Children sit in small groups</b>                      During meals and snacks, children eat seated in small groups. Small groups are ratio 1:8 and Full Day Kindergarten 1:13</p>	<p><b>Staff use meal and/or snack times as opportunities for enhanced language learning</b>                      For example, staff talk with children about that morning's activities, topics of interest. Conversations are unhurried and meaningful to the staff and child.</p> <p><b>Children self-serve all foods</b>                      Children serve themselves all foods during first serving with the exception of soups and stews. It is acceptable for the staff to assist using hand over hand help as needed.</p> <p><b>Children assist with lunch/snack routines</b>                      Staff provide opportunities for children to help with setting the table for lunch/snacks. For example, children can put the napkins at each place setting, scrape their own dishes after eating.</p>

## 18. Equipment Required for Eating and Seating

**Intent:** Age-appropriate eating utensils, dishes and developmentally-appropriate furnishings are available in the room.

**Reflective Questions:** Are the developmental feeding needs of all children being met? Does each child have enough space to sit and eat comfortably? Are there enough developmentally appropriate utensils and dishes for all the children?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Insufficient eating utensils and dishes</b>                      There are not enough developmentally-appropriate serving/eating utensils and dishes for all children and staff in the room to eat at the same time.</p> <p><b>Insufficient seating for children</b>                      There are not enough chairs in the room for all staff and children to sit down at the same time for meals and snacks.</p> <p><b>No adult seating</b>                      Seating cannot be adapted for adult use.</p>	<p><b>Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required</b>                      There are enough developmentally-appropriate serving/eating utensils and dishes for all children and staff in the room to eat at the same time.</p> <p><b>Food is served on dishes or napkins</b>                      Food is always served on dishes or napkins/paper towels and not placed directly on a table, trolley or shelf. Napkins/paper towels are used for dry foods only.</p> <p><b>Seating available to meet the developmental needs of the children enrolled</b>                      Chairs and tables are child-size. Where required to meet the needs of individual children, furniture has been adapted. For example, tables are wheelchair accessible, adaptive equipment is used where necessary.</p>	<p><b>Extra utensils and dishes are available for easy access</b>                      The extra dishes and utensils are easily available in the room. For example, on the table or close by on a trolley for when utensils or dishes fall on the floor or become soiled.</p> <p><b>All seating is washable, including cushioned seating</b>                      All seating is washable.</p> <p><b>Running water is located in the room</b>                      Staff have access to running water directly in the room. A five gallon jug of water can be used as a substitution when running water is not accessible.</p>



## 19. Cots and Bedding

**Intent:** Each child has their own designated cot that is hygienically maintained. Staff provide a smooth transition from lunch to rest time. Staff show flexibility with regards to the routine of the room and the cues of the children. Staff show awareness of storing play materials and equipment safely on the top of shelves when placing cots at sleep time, to prevent any accidents or injuries.

**Reflective Questions:** Do the sleep times meet the needs of most of the children? Are the cots set up in a way that supports the needs of all the children, for example: are there non-sleepers disrupting others who do sleep? Does the environmental set up promote sleeping/resting? How long do children have to rest before getting off their beds? Can some children sleep longer if needed?

**Cots:** All children should have the opportunity to rest on a cot.

**Bedding:** All cots must have a sheet provided by the centre. A blanket/sheet to cover children who want to use one may be provided either by the centre or parents. If mats are being used, centre is to follow current regional public health guidelines. Mats are also to be designated and hygienically maintained.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Cots are not designated</b> Cots are not assigned to a particular child.</p> <p><b>Cots are used for storage</b> Cots are used to store toys, equipment or personal items.</p> <p><b>Extra bedding is not available</b> Sheets provided by the centre are not available for all the cots. Extra sheets are not available if they need to be changed.</p> <p><b>Cots are in poor condition</b> Cots are in poor condition. Cots are visibly dirty, ripped or broken.</p>	<p><b>The sleeping area has a cot designated for each child</b> Cots are assigned to a particular child and are clearly labeled. When mats are used and stored in bags, the bags need to be clearly labeled to ensure they are used for the same child each time.</p> <p><b>Area around cots are hazard-free</b> .For example, toys on shelves do not pose a risk of falling on a child, curtain cords are out of reach, cots are not propped against furniture or walls.</p> <p><b>Sheets are changed once a week or sooner if needed</b> Evidence is provided that sheets are changed at least once a week or sooner if needed. For example, when a child wets the cot.</p> <p><b>Cots are disinfected weekly</b> Evidence is provided that cots are disinfected at least once a week.</p> <p><b>Cot set-up does not interfere with the program</b> Cot set up does not interfere with children engaging in activities or impede them for accessing materials from shelves. For example, cots are set while children are still participating in free play or planned and/or documented activities.</p>	<p><b>Sleep routines meet the needs of the children</b> For example, if a child is tired they can go to sleep before nap time. Children who need limited sleep are able to participate in quiet activities.</p> <p><b>Resting environment includes soft music and dimmed lighting</b> There is soft music playing in the background during rest time. The lights in the room have been turned down or dimmed and/or the curtains/blinds are closed. Staff are able to safely see what is happening in the room.</p> <p><b>Children are allowed to bring a soft toy and/or bedding from home</b> To meet individual resting needs, children are able to bring stuffed toys, pillows or blankets from home.</p>

## 20. Health and Safety

**Intent:** All materials, play equipment, furnishings are in good working order, clean and safe for the children and staff. The fixed features in the room, such as the floors, walls, doors and windows, are also safe and in good repair. Staff are able to provide resources to families to promote safe environments and healthy lifestyles.

**Inspiring Pedagogy:** "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30)

**Reflective Questions:** Are there any hazards in the room that need to be addressed immediately? Are there any areas of the room that have the potential to be dangerous or unsafe? Are all toxic materials out of reach of the children and/or securely stored? Is the first aid kit well stocked and maintained on an ongoing basis? How are the health and safety practices being followed to ensure that all children are engaged an environment that is free of hazards? What percautions been taken into consideration to promote the well-being of each child within this program?

**Hazards:** anything that is potentially dangerous to children. For example, worn/frayed carpet, broken chairs, unstable change table, chipping paint, uncovered electric sockets, easy access to cleaning supplies, accessible sharp utensils or medications or disorganization that affects the safety of children such as chairs stacked too high, toys piled on shelves.

**Hygienic:** anything done to maintain cleanliness, including washing tables before eating, and following the current Regional Public Health cleaning guidelines.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>One or more areas in the room is/are not in a state of good repair</b>                      More than one area of the room is observed in poor repair. For example, furniture, carpets, physical structure, paint chipping.</p> <p><b>One or more areas in the room is/are not hygienic</b>                      More than one area of the room is observed as being dirty. For example carpets, toys, shelves are visibly soiled.</p> <p><b>One or more areas in the room is/are not safe</b>                      More than one area of the room is observed as not being safe. For example, there is a tripping hazard, and electric outlets are not covered, cleaning disinfectants are in reach of children or used in close proximity to the children.</p>	<p><b>First aid kit is available in the room</b>                      There is a first aid kit available within the room for staff to access. It should also be checked and re-stocked on a regular basis to ensure supplies are replenished and not expired.</p> <p><b>All areas accessible to children are:</b></p> <p><b>Kept in a state of good repair</b></p> <p><b>Maintained in a hygienic condition</b></p> <p><b>Organized</b>                      Related to health and safety. For example, toys are organized in a way that they will not fall on staff or children.</p>	<p><b>On-site and/or on-call maintenance staff deal with physical plant issues promptly</b>                      Physical plant issues are responded to within 48 hours.</p> <p><b>Safety-related resources are accessible to families</b>                      Staff provide resources to families on safety-related topics. For example recalled toys, developmentally-appropriate toys.</p> <p><b>Health-related resources are accessible to families</b>                      Staff provide resources to families on health-related topics. For example head lice information, illness prevention.</p> <p><b>Safety/health resources are accessible to families in their preferred language</b>                      Staff seek out and provide safety/health resources to families in their preferred language.</p>

## 21. Toys and Play Equipment Washing

**Intent:** Staff follow Regional Public Health requirements for toy and equipment washing. This supports a clean and sanitary environment for the children.

**Reflective Questions:** Do the current toy washing practices meet all of the regional public health guidelines? Is there an increased number of colds or illness that needs to be addressed? Are all the toys and all the furniture cleaned appropriately? Are soiled materials replaced with clean materials as needed? Do the current cleaning and documentation practices meet the needs of the staff?

**Toys and Equipment:** All toys and play materials that are accessible to the children. For example, dramatic play furniture, large blocks, and indoor riding toys.

**Soiled:** objects that are dirty or that children have sneezed on or have put into/inserted in their mouth.

**Schedule:** Toys and play equipment washing plan is available and followed as per Regional Public Health requirements: weekly for preschool programs, monthly for Full-day Kindergarten Before & After Programs, excluding school holidays. For example, March Break and summer holidays.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No schedule for toy washing</b> There is no schedule for toy washing.</p> <p><b>Schedule for toy washing does not meet Regional Public Health guidelines</b> Staff do not wash toys and play equipment as per Regional Public Health Guidelines.</p> <p><b>Toys and play equipment are not washed as they become soiled</b> Staff do not wash toys and play equipment when they see that they are dirty or have been soiled. It is acceptable to use a soiled toy bin and wash at a more appropriate time.</p>	<p><b>Schedule for toy washing meets Regional Public Health guidelines</b> Staff consistently follow the posted current schedule for washing toys and equipment. For Full-day Kindergarten Before &amp; After Programs, monthly toy washing is acceptable during the school year.</p> <p><b>Toys and play equipment washing schedule is signed and/or initialled and dated by staff</b> Staff sign and/or initial and date the toy washing schedule after they have washed toys. It is not acceptable for staff to sign for the whole month ahead of time. It is not appropriate to pre-sign and date schedule.</p> <p><b>Toys and play equipment are consistently washed as they become soiled</b> Staff consistently wash toys and play equipment when they see that they are dirty or have been soiled. It is acceptable to use a soiled toy bin and wash at a more appropriate time.</p>	<p><b>Toys and play equipment schedule identifies categories of toys and play equipment</b> Schedule identifies categories or areas of toys and play equipment. For example, by toy shelf, learning areas.</p> <p><b>Transitional toys used prior to meal and/or snack times are washed after each use</b> There is evidence that transitional toys are washed after each use. <b>(Sub-item potentially not applicable)</b></p> <p><b>Playground and indoor gross motor toys are washed a minimum of two times a year</b> There is evidence playground and indoor gross motor equipment is washed a minimum of twice a year.</p>

## 22. Staff and Children’s Hand Hygiene

**Intent:** Children follow and practice proper hand hygiene procedures that promote healthy living. Staff encourage children to maintain healthy hygiene habits by reinforcing hand washing. Staff role-model proper hand-washing procedures through the use of the visual hand-washing schedules. Glove usage provides barriers to potential illnesses and exposure to harmful materials. The centre supervisor monitors the staff’s hand hygiene practices to support awareness and healthy habits.

**Reflective Questions:** Are the hand washing practices followed each time that hands are washed? Are the staff role modeling and teaching the correct routine each time hands are washed? Does the environment support hygienic handwashing practices? Are the proper supplies available at all hand washing locations? How are educators supporting the individual child’s life long learning of proper hand hygiene?

Staff follow and role-model proper hand hygiene procedures at all times. Glove usage provides barriers to potential illnesses and exposure to harmful materials. Following glove use protocols exactly promotes healthy habits in the workplace. The centre supervisor monitors the staff’s hand hygiene practices to support awareness and healthy habits.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Current Regional Public Health hand-washing procedures are not posted</b>                      Hand washing procedures are not posted.</p> <p><b>Current Regional Public Health hand-washing procedures are not followed</b>                      Posted hand washing procedures are not followed. For example, staff and/or children miss a step in the process.</p> <p><b>Sufficient supplies are not accessible to ensure hand-washing is conducted in a hygienic manner</b>                      There is not enough soap, paper towels, hand dryers, hand sanitizer to ensure hand washing can be carried out.</p>	<p><b>Current Regional Public Health hand sanitizing procedures are posted</b>                      Sanitizing procedures are posted.                      (Sub-item potentially not applicable)</p> <p><b>Evidence supervisor reviews hand hygiene expectations with staff</b>                      Documentation may include staff meeting minutes. It is up to the individual centre/agency to determine how often the supervisor monitors hand-washing. The evidence to support that it is being done can include: behavior monitoring, staff annual sign-off and/or documentation in staff meeting minutes.</p>	<p><b>A sink is accessible in the room</b>                      Staff and/or children have access to a sink for hand washing directly in the room.</p> <p><b>Child-size sink is accessible in the room</b>                      Children have access to a child-sized sink directly in the room. It is acceptable to use a one-step step stool.</p> <p><b>Real photographs are used for visual hand washing procedure</b>                      All sinks used by the children include real photos outlining the proper handwashing procedure as per Regional Public Health.</p>

## 23. Transitions

**Intent:** Staff transition the children in small groups. Staff have a better awareness of the individual children's cues while children further develop their self-regulation and self-help skills. Pleasant interactions during transitions reflect a positive learning environment. Props and visuals are used to help facilitate smooth transitions. Small group transitions ensure children are not waiting for extended periods which may lead to unwanted behaviours.

**Reflective Questions:** Are the children transitioned in small groups? How long are the transitions? Are the transitions being done in a calm manner? Do the children require additional supports before, during or after the transitions? Can any transitions be eliminated throughout the day? How has the individual child's needs and development been taken into consideration when planning the routines and transitions throughout the day? What can be improved in the routine and daily transitions to support the well-being of the children within the program?

Transitions between activities and routines are planned so that children can safely change activities individually or in small groups with minimal waiting/rushing.

**Transitions:** when children move from one learning experience to another.

**Small Groups:** one staff with a group of up to eight preschoolers. Exceptions to small group transitions may include safety considerations such as environmental conditions.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Extended waiting during transitions</b>                      During the observation of at least two transitions, children are waiting beyond what is developmentally appropriate.</p> <p><b>Children are not transitioned in small groups</b>                      Children are always observed being transitioned in a large group.</p> <p><b>Staff do not prepare children prior to transitions</b>                      Staff do not prepare children for upcoming transitions ahead of time. For example, staff do not use songs, lights, gong, visual schedule to cue the transition.</p>	<p><b>Children are consistently transitioned in small groups</b>                      Children are always transitioned in small groups. Small groups are ratio of 1:8 for preschool and 1:13 for kindergarten.</p> <p><b>Positive interactions occur between staff and children during transitions</b>                      Staff support and encourage children during transitions, by using positive gestures and language.</p> <p><b>Transitions are conducted in a smooth and seamless manner</b>                      Staff consistently support children's transitions ensuring they are carried out in a way that children are not waiting for the next learning experience.</p>	<p><b>Staff facilitate transitions to meet individual children's needs</b>                      Staff facilitate transitions by using props. For example, transitional cards, a timer, a bell, fidget toy, stop and go signs or visual cues.</p> <p><b>Learning experiences are planned and/or documented for transitions</b>                      Transitional learning experiences are planned and/or documented. For example, transitional songs, books to be read.</p> <p><b>Transition play materials are available</b>                      Play materials are available for children to support the transition process.</p>

## 24. Attendance Verification

**Intent:** Staff are aware **at all times** the number and names of children that are in their care. Documentation on the Main Attendance Record is to accurately reflect the location of all children in care throughout the day. It is the responsibility of the staff to ensure all arrival and departure times are accurately documented on the Main Attendance Record in pen. By completing written verification after all staff and child transitions, staff are able to communicate and self-check that the attendance is always accurate.

**Reflective Questions:** Is the current attendance system easy to understand and complete? Does it accurately reflect who is in the program in the event of an emergency? Does the environment support on-going supervision and head counts? Are the staff members openly communicating about the location of all children throughout the day? How can the process of documenting and maintaining accurate attendance forms be improved? What supports are in place to encourage staff to communicate with one another the number of children that are in care?

**Main Attendance Record:** a method of recording and verifying children's daily arrival and departure times. The Main Attendance Record must always accompany the whole group. It must reflect the names of children who have left the room/group for small group learning experience.

Children's attendance is recorded on the Main Attendance Record promptly upon arrival and departure.

**Portable attendance:** a record of attendance that accompanies a small group of children when they are in a different room. For example, going to the gym.

**Note:** The portable attendance is not required during transitions and washroom routines.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>No system of attendance verification in place</b>                      There is no procedure for recording arrival and departure times.</p> <p><b>Attendance records do not accurately reflect the number of children present</b>                      A count of the children in the room does not match the number of children recorded on the Main Attendance Record.</p> <p><b>Arrival and departure times are not completed in pen</b>                      Arrival and departure times are recorded using a pencil that can be erased.</p>	<p><b>Children's arrival and departure times are always recorded on the Main Attendance Record</b>                      The Main Attendance Record shows that all children's arrival and departure times including when children attend school, are recorded. A review of previous attendance records shows that all children in attendance were signed in and out. When children leave and return from school, the attendance list reflects their arrival and departure times.</p> <p><b>Small groups of children who have left the room are reflected on the Main Attendance Record</b>                      The Main Attendance Record reflects the names of those children who have left the room. For example, -a "Post it" notes or photos of the children with Velcro attached can be used; writing the time they left with the small group in pencil. When the children return, the "Post it" note or the photos can be removed from the main attendance, and the pencil can be erased  <b>(Sub-item potentially not applicable)</b></p> <p><b>Portable attendance travels with each group</b>                      When staff leave the room with a small group of children, they take a portable attendance that accurately lists children's names.  <b>(Sub-item potentially not applicable)</b></p>	<p><b>Staff are the recorders of the children's arrival and departure times</b>                      Staff always record the children's arrival and departure times to ensure all children are always signed in and out.</p> <p><b>Written verification of attendance after each staff change</b>                      Written verification confirms staff check children's attendance after each staff change or transition that requires them to leave the room. For example, staff indicate number of children present, the time of verification and their initials when a staff starts their shift, goes on break or returns from lunch. This does not include random head counts unless it is identified as a staff change or transition.</p> <p><b>Written verification of attendance after each group transition</b>                      Written verification confirms staff check children's attendance after each group transition. For example, staff indicate number of children present, the time of verification and their initials when the children return from the playground or leave for a small group experience. This does not include random head counts unless it is identified as a group transition</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><b>Attendance is verbally verified after staff transitions</b>                      During observation of at least two staff transitions, staff communicate the correct number of children in attendance to each other. For example, after a staff break or lunch.</p> <p><b>Attendance is verbally verified after children's transitions</b>                      During observation of at least two child transitions, staff communicate the correct number of children in attendance to each other. For example, after the transition to outside or washroom routines.</p>	<p><b>Visual attendance is used</b>                      Names or pictures of the children enrolled are used to indicate their location at any given time. For example, indoor, outdoor, gym.</p>

## 25. Positive Atmosphere

**Intent:** Staff are to be positive and supportive with all children, peers and other adults in the room. Staff are continually role-modeling appropriate social skills throughout the day.

**Inspiring Pedagogy:** "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36)

**Reflective Questions:** How can the staff ensure that their environment is positive for the children? Are the staff modeling positive social interactions for the children? Are all people who enter that room treated equally and with the same respect? How do educators ensure that both children and families have a sense of belonging within the program? Are staff engaged with all children within the program in a positive manner? How are staff demonstrating an inclusive and responsive environments for the children and their families?

This indicator applies to staff's interactions with children, co-workers and visitors within the room environment.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff use sarcasm, mocking or harsh words</b>                      Any staff observed using sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning.</p> <p><b>Staff shout at children</b>                      Any staff observed shouting at others or from across the room at others. For example, staff shouting at children across the room to redirect their actions, or staff raising their voice to get an individual's attention.</p> <p><b>Staff are repeatedly impatient</b>                      Any staff repeatedly observed being impatient with any individual. This would include rushing the individual to finish what they are doing, making comments about their ability to complete the task in a timely manner, or interfering to complete the tasks themselves.</p> <p><b>Staff repeatedly interrupt while others are talking</b>                      Any staff repeatedly observed interrupting others during conversations. For example, staff intruding in the conversations of others, or stopping others from expressing themselves.</p> <p><b>Staff are repeatedly disrespectful</b>                      Any staff repeatedly observed behaving in a disrespectful manner to any individual in the environment. For example, staff dismissing the opinion of others, staff not following the requests of parents or co-workers or ignoring the children's cues.</p>	<p><b>Staff are welcoming</b>                      All staff show pleasure when welcoming individuals into the environment. Everyone is greeted in a hospitable manner.</p> <p><b>Staff maintain a positive tone of voice</b>                      All staff are observed using a friendly tone of voice with any individual in the environment. Staff interact with others in a supportive and encouraging manner. This includes staff to staff and staff to parent communication.</p> <p><b>Staff are patient</b>                      All staff are observed behaving in a calm manner. Staff remain even-tempered and composed during all situations.</p> <p><b>Staff model appropriate positive social behaviour</b>                      All staff are observed interacting with others in an appropriate manner. Positive social skills are role-modelled with all individuals in the environment. For example, speaking in a respectful manner to others or reinforcing positive social interactions.</p> <p><b>Staff direct positive attention to all children</b>                      All staff are observed speaking and interacting with children in a positive and supportive manner.</p>	<p><b>Staff demonstrate flexibility</b>                      All staff demonstrate the ability to accommodate unexpected changes that may occur throughout the day. For example, lunch is 15 minutes late, staff are able to implement a spontaneous learning experience to support children during this time or adjust the schedule to reflect the children's desire to stay outside longer.</p> <p><b>Staff use teachable moments to further develop positive social behaviours</b>                      All staff reinforce the positive social behaviours by encouraging the children "in the moment." For example, when a child is shouting at his friend across the room, staff approaches the child and encourages him to walk over and speak to his friend.</p> <p><b>Staff display empathy</b>                      All staff display understanding and support towards individuals feelings.</p>



## 26. Supervision of Children

**Intent:** Staff are aware at all times the location of all children in care. Staff accomplish this by communicating with each other the location of the children and working together to ensure the whole room environment is supervised at all times. As a team, staff are able to equitably balance interactions with the children while ensuring their safety.

**Relective Questions:** Are staff aware of all children in the room? Are staff positioning themselves to be able to scan the whole environment? Are staff verbally communicating with co workers? Are the staff able to balance meaningful interactions with supervision? What barriers may be in the environment to support effective supervision?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff unaware of the number of children in the room</b>  <b>Staff are unaware of which children are present or who has left the room.</b></p> <p><b>Staff unaware of the location of the children</b>                      Staff are unaware of what the children are doing. For example, the child hiding in the closet or standing on the table.</p> <p><b>Staff repeatedly do not scan the room</b>                      Staff are busy interacting with only a few children and are unaware of what the other children are doing.</p> <p><b>Staff repeatedly position themselves with their back to the children</b>                      Staff repeatedly have their backs turned to the children or are busy with cleaning/paper work instead of supervising the room.</p> <p><b>Staff are repeatedly unable to balance supervision with interactions</b>                      Staff are repeatedly observed unable to manage between supervision and interactions. Staff either focus on interactions with a small group of children or solely supervising and not interacting with any children.</p>	<p><b>Staff scan the room at all times</b>                      All staff are observed scanning the room to ensure the safety of the children .</p> <p><b>Staff work as a team to position themselves so all children are supervised</b>                      All staff use verbal and/or non-verbal communication with each other to supervise and interact with the children within the environment.</p> <p><b>Staff consistently balance supervision with interactions</b>                      All staff are observed balancing supervision of all children with interactions. Staff are aware of what the children are doing while being engaged in play with the children.</p> <p><b>Staff anticipate situations to support children's interactions and learning experiences</b>                      All staff are aware of the children's behaviours and are able to anticipate situations. Staff are observed supporting the children's individual needs to ensure positive interactions and outcomes.</p>	<p><b>Staff communicate with each other about the location of children</b>                      All staff communicate with each other regarding the number and location of children within the room. For example, verbalizing where children are playing such as, "Michelle is in the tent."</p> <p><b>Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision</b>                      All staff are observed interacting with the children throughout the environment, monitoring the needs of the children and supervising the group.</p> <p><b>Supervision is conducted in a non-disruptive manner</b>                      Children are not interrupted during play to complete head counts. Staff supervision allows the children freedom to move throughout the entire environment.</p>

## 27. Foster Children's Independence

**Intent:** Staff observe children throughout the day. They are able to follow the cues of children and provide interactions that encourage children to extend their learning with activities that interest them. Children are provided choices, time and materials so they may follow their own learning goals.

**Inspiring Pedagogy:** "When children initiate experiences, generate ideas, plan, problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35)

**Reflective Questions:** Do the staff follow the children's leads? Are the children able to direct their own play? Are the children supported in learning self-help skills that will support their development in the future? Do the children have free and open access to materials and toys that they are interested in? Are the children seen as capable individuals and encouraged to follow their own interests?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff do not follow the children's cues</b>  <b>Staff are observed disregarding the cues of the children. For example, a child sitting at the table falling asleep is being told to eat, or an upset child is being ignored by staff.</b></p> <p><b>Staff repeatedly do not allow children to make their own decisions</b>  <b>Staff are repeatedly observed making all decisions for the children. For example, staff decide which learning experience the child will participate in or staff do not allow a child to leave the small group activity.</b></p> <p><b>Staff repeatedly do not encourage developmentally-appropriate self-help skills</b>                      Staff are repeatedly observed not allowing the child to try for themselves, or making the task too difficult for the child to follow. For example, staff dressing and feeding preschool children.</p>	<p><b>Staff consistently follow the children's cues</b>                      All staff are observed following the children's cues. Staff are aware of the children's individual needs and personalities.</p> <p><b>Children are provided with choices</b>                      All staff provide appropriate choices for the children. For example, the choice of activities, the sequence of tasks.</p> <p><b>Staff provide time for children to complete tasks</b>                      All staff are observed allowing children the time to complete tasks and activities. Children are not rushed through any routines, and are allowed to complete activities at their own pace.</p>	<p><b>Children are provided with choices within their interests</b>                      All staff are observed providing children the choice of activities or tasks based on their interests.</p> <p><b>Staff provide spontaneous resources to allow the child to follow their own learning path</b>                      All Staff are observed providing resources, such as play materials, to extend the child's learning. For example, if a child has expressed an interest in trains, the staff may provide trains/tracks, books, dress up clothes from the cupboard to the child.</p> <p><b>Staff create opportunities for enhancing self-help skills through play</b>                      All staff are observed creating opportunities to enhance the children's self-help skills through play. For example, staff provide fine motor activities such as the lacing, button and zipper boards to practice for self-dressing.</p>

## 28. Supporting the Development of Self-Esteem

**Intent:** Staff interact with children in a way that fosters self-esteem. Staff use the child's name to support self-identity. Staff support the children as they learn to self-regulate their emotions and to recognize empathy. Staff help children to identify and label their emotions.

**Inspiring Pedagogy:** "Studies show that when educators modelled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, pg 24-25)

**Reflective Questions:** Are the staff encouraging to all the children? Do staff direct positive attention to all the children? Are the children made to feel proud of their effort no matter what the outcome? Do the staff focus on the process of the children's efforts rather than the end product? Do the children have an opportunity to share their accomplishments no matter what they are? How do educators encourage children to develop a sense of belonging within the program? What opportunities are in place to promote ongoing interactions to support children with developing self – regulation strategies?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff do not demonstrate inclusive practice</b>  <b>Staff are observed segregating or excluding children from the group. For example, a child eating on their own due to allergies or behaviours, or children being excluded based on physical needs.</b></p> <p><b>Staff repeatedly only use terms of endearment</b>                      Staff are repeatedly observed using terms of endearment instead of the child's correct name or name parents prefer.</p> <p><b>Staff repeatedly give too many directions for a child to follow successfully</b>                      Staff are repeatedly observed giving multi-step directions that are not developmentally appropriate and too difficult for the child to follow.</p> <p><b>Staff repeatedly do not show encouragement</b>                      Staff are repeatedly observed interacting with the children with a flat or negative affect. Staff do not encourage the children or show support for the children.</p> <p><b>Staff repeatedly do not acknowledge children's emotions appropriately</b>                      Staff are repeatedly observed dismissing the children's emotions. For example, staff telling the child there's no reason to cry, or ignoring the child's joy at completing a task.</p>	<p><b>Staff address children by their real name</b>                      All staff are observed addressing the children by their name. Staff should address children by the name identified by the parent. General terms of endearment such as "Buddy, Sweetie, and Honey" are discouraged.</p> <p><b>Staff consistently demonstrate inclusive practices</b>                      All staff are observed including all children, regardless of individual needs or behaviours, in activities and routines. For example, a child eating on their own due to allergies or behaviours, or children being excluded based on physical needs.</p> <p><b>Staff break down directions into individual steps</b>                      All staff are observed simplifying directions to ensure children are successful.</p> <p><b>Staff focus encouragement on how the tasks are completed</b>                      All staff are observed showing support and encouragement to the children as they complete tasks and how they complete the tasks.</p> <p><b>Staff role-model how to accomplish tasks</b>                      All staff are observed showing children how to succeed at completing tasks without doing it for the children.</p>	<p><b>Staff assist children to process their own emotions</b>                      All Staff support the children to understand their emotions. For example, staff comfort and acknowledge the emotions of a child who lost a toy, and discuss the different feelings of sadness and anger.</p> <p><b>Staff encourage children to identify the emotions of others</b>                      All Staff are observed encouraging empathy in the children. Staff label the emotions as well role-model support for the children. For example, staff explaining to the children why a child is crying.</p> <p><b>Staff use key words with children in their preferred language</b>                      All Staff are observed using words in the children's preferred language, as required and preferred by parents, to assist the children in adapting to the child care environment.</p>

## 29. Behaviour Guidance

**Intent:** Staff use developmentally-appropriate strategies to support the behaviour management of the children within the room. Staff role-model positive guidance strategies and encourage children to problem solve as needed. Staff consistently use developmentally-appropriate strategies when re-directing the children. Staff are aware of the individual behaviours of the children in their care and can anticipate potential situations.

**Inspiring Pedagogy:** "Traditionally, educators have found that much of their communication with children involves directing them – giving instructions, telling children what to do, and correcting their behaviour – rather than really connecting with them in a meaningful way. However, an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children’s language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41)

**Reflective Questions:** Are the staff fair and just when dealing with the children’s behaviours? Are the re-direction strategies appropriate for the specific incident? Are the children aware that their behavior is not appropriate? Are the children using their behavior as a way of seeking attention? How do staff encourage all children to develop their ability to self-regulate and express themselves?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff are physically abrupt with children</b>  <b>Staff are observed being aggressive with the children. For example, staff are observed grabbing children, using threatening body language or pushing children.</b></p> <p><b>Staff expectations repeatedly do not match the developmental level of children</b>                      Staff are repeatedly observed placing expectations on the children that do not match their level of development. For example, expecting a child to sit in circle beyond their abilities.</p> <p><b>Staff repeatedly explain consequences in an abrupt manner</b>                      Staff are repeatedly observed explaining consequences in an abrupt, harsh manner. Staff appear angry at the children for their behaviours. For example, speaking to a child in an angry tone regarding not grabbing toys/items from others or threatening consequences for a child's actions.</p>	<p><b>Staff consistently explain consequences in a calm manner</b>                      All staff are observed consistently explaining consequences in a calm manner. For example, staff calmly explain that hitting hurts and redirect the child to an alternate activity.</p> <p><b>Positive behaviour is reinforced</b>                      All staff are observed reinforcing positive behaviours in the children. Staff acknowledge and support the positive behaviours exhibited by the children.</p> <p><b>Staff use developmentally-appropriate re-direction strategies</b>                      All staff are observed using developmentally-appropriate re-direction strategies. For example, when a child is taking dolls from other children, the staff explain why they cannot take those dolls and provide an alternative doll.</p> <p><b>Staff consistently follow through with strategies</b>                      All staff are observed consistently following through with strategies. For example, staff role-modelling and assisting the child to complete the required tasks successfully.</p>	<p><b>Staff adapt expectations based on the individual needs of the children</b>                      All Staff are able to adapt expectations based on the individual needs and personalities of the children. For example, shortened wait times or steps for younger children, or longer wait times for the children who have a better ability at self-regulation.</p> <p><b>Staff respond to all children involved in an incident, to resolve the issue in a calm manner</b>                      All Staff are observed supporting the emotional needs of all children involved in a conflict situation. Staff address all perspectives in a calm manner in order to resolve the issue.</p> <p><b>Staff monitor group dynamics to anticipate situations</b>                      All Staff are aware of the different personalities within the group and are able to anticipate situations before they arise.</p> <p><b>Children demonstrate awareness of classroom expectations</b>                      Children are aware of the classroom expectations. For example, the staff informs the children it is time to tidy up. Children are able to follow through with the direction without having to be repeatedly reminded by staff.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff repeatedly do not use appropriate behaviour guidance strategies</b>                      Staff are repeatedly observed using inappropriate behaviour guidance strategies. For example, children being given a "time-out" because they were not listening.</p> <p><b>Staff repeatedly do not follow through with strategies</b>                      Staff are repeatedly observed not following through with developmentally appropriate strategies. For example, staff tells a child that they must take turns with a toy, but does not stay with the children to support this strategy.</p>	<p><b>Staff model turn taking/sharing</b>                      All staff are consistently observed role-modelling turn taking and/or sharing. Staff stay with the children while role-modelling the strategies to ensure the children understand the process and are successful.</p>	<p><b>Staff encourage children to problem solve to resolve peer conflict</b>                      Children are encouraged to problem solve conflict situations with one another and expressing why they are upset so that they may come to a resolution with the support of staff.</p>

## 30. Supporting Development of Communication Skills

**Intent:** Staff balance verbal/non-verbal interactions with children. Staff provide experiences and opportunities to assist in extending the learning with all children. Staff play and role-model positive social interactions with the children.

**Inspiring Pedagogy:** "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41)

**Reflective Questions:** Do the staff and children have equal opportunity to share their thoughts and opinions? Are the children's conversations valued by the staff? Do the staff acknowledge non-verbal communication from the children? ? Are educators engaged with the children during their play? How do educators encourage children to express themselves within their play?

Non-verbal interactions: includes facial expressions, body language, body contact, eye contact, personal space and tone of voice.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff do not initiate verbal/non-verbal interactions</b>  <b>Staff do not initiate or respond to verbal/non-verbal interactions with the children.</b></p> <p><b>Staff repeatedly do not build on or expand on verbal/non-verbal interactions</b>                      Staff are repeatedly observed not expanding or building on the children's verbal/non-verbal interactions.</p> <p><b>Staff repeatedly do not role-model developmentally-appropriate descriptions and directions</b>                      Staff are repeatedly observed not role-modelling developmentally-appropriate descriptions and directions. Staff will tell the children to do one thing, but then not follow the same directions.</p> <p><b>Staff repeatedly do not ask open-ended questions</b>                      Staff are repeatedly observed asking children questions that require only a "yes" or "no" response.</p>	<p><b>Verbal/non-verbal interactions are a balance of teacher and child directed</b>                      All staff are observed balancing their interactions with those of the child. Staff allow children to respond by using language or gestures, responding to gestures initiated by a child.</p> <p><b>Staff model active listening skills</b>                      All staff model active listening skills, such as maintaining eye contact with the speaker, repeating and/or re-phrasing the speaker's comments, and responding appropriately.</p> <p><b>Staff are observed participating in play with children</b>                      All staff are observed actively participating in the activities with children.</p>	<p><b>Staff extend verbal/non-verbal interactions with materials</b>                      All Staff are observed using play materials to extend language opportunities. For example, a child talks about TV program he watched about volcanoes, so staff provide the materials for the child to create his own volcano.</p> <p><b>Staff extend children's vocabulary</b>                      All Staff are observed using language wherever possible to extend children's vocabulary. For example, providing descriptive words when talking about a science experiment.</p> <p><b>Staff encourage verbal/non-verbal interactions between children</b>                      All Staff are observed encouraging interactions between children. For example, having a discussion about what they did on the weekend during lunch.</p>

## 31. Extending Children's Learning

**Intent:** Staff use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Staff encourage the children to question, problem solve and experiment.

**Inspiring Pedagogy:** "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35)

**Reflective Questions:** Do the staff support critical thinking to extend the children's learning? Are the staff responsive to all learning opportunities? Do the staff value the children's individual thinking and follow their learning cues?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>Staff repeatedly solve the children's problems immediately</b>                      Staff are observed solving the children problems.</p> <p><b>Staff repeatedly miss opportunities to build children's knowledge</b>                      Staff are repeatedly observed ignoring opportunities to extend children's learning.</p> <p><b>Staff repeatedly do not allow children to try for themselves</b>                      Staff are repeatedly observed not allowing children to attempt new tasks or engage freely within their environment.</p>	<p><b>Staff encourage children to find solutions</b>                      All staff are observed encouraging children to problem solve and find solutions to tasks and/or activities. For example, allowing a child to manoeuvre around obstacles while on a riding toy or encouraging a child to try to zip up their coat.</p> <p><b>Staff support children to follow through with strategies</b>                      All staff are observed working with children through a problem, breaking solutions into small steps and supporting the children throughout the process.</p> <p><b>Staff support the children's learning</b>                      All staff are observed supporting children's learning. For example, becoming engaged in the children's learning experience and adding new vocabulary, suggesting ideas, and providing materials to extend the learning opportunity.</p>	<p><b>Staff balance the abilities of the child with the complexity of the learning outcomes</b>                      All Staff are aware of the children's abilities and provides opportunities to extend learning opportunities where appropriate. For example, one child may be provided a two-step direction, whereas another child may be given a four-step direction.</p> <p><b>Staff recall past experiences to extend current learning opportunities</b>                      All Staff are observed recalling past activities or experiences and linking them to new learning opportunities. For example, while playing in the sandbox with diggers and other construction props, the staff recalls the time they went for a walk in the community and encountered some construction occurring on a local street.</p> <p><b>Staff are responsive to learning opportunities</b>                      All Staff are responsive to children's inquiries, using language and play materials to extend all learning opportunities.</p>