



Infant 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, 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 schedule 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 Question: Is the Visual Schedule developmentally appropriate and easy for the children to understand? How much of the day is spent in transitions? How flexible is the daily schedule? Does it meet the needs of the children or 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>Daily Schedule is not posted There is no daily schedule posted within the room environment accessible to the parents and staff.</p> <p>Daily Schedule does not balance between structure and flexibility The daily schedule does not allow for opportunities to provide structure and flexibility.</p> <p>Daily Schedule does not indicate time is planned for: The daily schedule does not cover the full hours of operation of the room and does not indicate that time is planned for ALL of the following activities: Indoor play Child and Staff initiated learning experiences Time to meet children's physical needs Outdoor play</p>	<p>Visual Schedule is accessible The visual schedule is accessible to all the children in the program.</p> <p>Photographs in Visual Schedule include children in the program Where possible, the visual schedule should include some of the children currently enrolled in the program. Two or more photos include children who are currently enrolled in the program.</p> <p>Visual Schedule is seasonally adjusted The Visual Schedule is changed to reflect the seasons. The Visual Schedule is updated to reflect the current season through real photos.</p>	<p>Daily Schedule is seasonally adjusted Evidence the daily schedule is changed to reflect the seasons.</p> <p>Daily Visual Schedule is referred to The visual schedule is referred to with individual and/or groups of children. Staff use the visual schedule to support children as needed, it is observed as a teaching tool for children who are learning the daily schedule.</p> <p>Alternate arrangements are indicated on the Daily Schedule 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>

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 Early Learning Framework, 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: 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 it is best practice that 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>Program plan does not cover the entire time children are in attendance 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>Each room does not have its own program plan For example, there are two infant rooms and they share one program plan.</p> <p>External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs External professionals and/or specialists do not provide support or share suggestions on how staff can support the needs of individual children and/or programs.</p>	<p>The following learning areas are planned and/or documented:</p> <ul style="list-style-type: none"> One language and literacy daily One sensory daily One music and movement weekly One art daily One cognitive daily One block weekly <p>Evidence that individual goals of children are incorporated into the program plan 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>Evidence of formal programming time given to staff 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>Supervisor reviews program plans and signs them weekly Evidence that the supervisor reviews the weekly program plans either prior to posting the program plan or by 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>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>A current program plan is not posted There is no current program plan posted in a place accessible to parents.</p>	<p>Current program plan includes descriptions of the learning opportunities A description of the learning opportunities for each learning areas being planned and/or documented needs to be reflected on the program plan. At least one learning experience needs to relate to the learning opportunity.</p> <ul style="list-style-type: none"> ▪ list materials with a direct reference to the number and root skill within the Continuum of Development which describes the learning opportunities, for example: Recognition of shapes using picture book -3.2 Receptive Language Skills Finding hidden object using blanket - 4.6 Object Permanence. ▪ describe the learning experience and include the skill children will potentially learn by participating in the learning experience, for example: Cause and effect toy - hand to eye coordination. <p>Note: if only referencing the number, the Continuum of Development must be posted beside the program plan for reference.</p>	<p>Information is accessible to parents on curriculum model Information is accessible for parents on the centre's curriculum model. This information may be found on the parent board or in the parent handbook.</p>

3. Learning Experiences

Intent: Staff are planning developmentally-appropriate activities and 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. Staff use standardized developmental screens for each child to assess development and any identify any red flags.

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, p. 19)

Reflective questions: How does the program encourage all of the children to be engaged? Is the environment set up to promote the child to follow their own interests and skills? How have the observations of the children been used to offer experiences that extend learning ?

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>Learning experiences offered are not developmentally-appropriate Learning experiences offered are either too advanced or do not present enough challenge for the children enrolled.</p> <p>Learning experiences do not promote choice for children Children are not observed to have a choice of what activity 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>There is no current documentation which demonstrates that observations of children are used in the development of learning experiences Staff do not keep a record of observations, photo documentation or storybooks. At least one observation per child per week needs to be documented. If the documentation of the observations relates to learning objectives, it can be used for programming. The daily information charts can be kept as a record and used as weekly observations.</p>	<p>Evidence of opportunities to discuss developmental progress with families Evidence that staff share developmental progress with families. For example, this could be demonstrated using meeting notes, signed developmental tools, sign off page.</p> <p>Standardized Developmental Screening tool is completed for all children Staff use a standardized developmental screening tool, for example Nipissing, to assess each child's development. The screening tool is to be used appropriately according to milestones. Children who are new to the program need to have one completed within 4 weeks of being enrolled.</p>	<p>Photo documentation of learning experiences available 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>Enrichment program, in addition to regular program, is included monthly Evidence is shown that the program incorporates enrichment programming. 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 instruction, creative movement instruction, a children's workshop, which goes above and beyond the regular program.</p> <p>Activity resources accessible for families Staff provide resources on developmentally appropriate activities for families which extends the current learning opportunities. For example, printed copies of a recipe for the weekly cooking activity are made accessible to families. When families have to ask for copies it is considered available.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		<p>Portfolios regarding each child's development are accessible to families Staff-compile portfolios that document the child's developmental progress. Portfolios may include, but not exclusive to, two or more of the following items: development reviews, art work, photographs.</p>

4. Indoor Physical Environment

Intent: To ensure all play equipment, furnishings, and learning environments are developmentally-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 paid time away from supervision duties to prepare the activities planned for the children and environment set-up. Designated shoes worn only in the infant room for example, when staff leave the room to go to the kitchen, the designated shoes are removed before walking through the centre. Inclusive practices should be incorporated throughout the entire infant program. An inclusive environment is reflected in many different ways, such as planned learning experiences, displays, amaterials, books, music, props, accessories and language.

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 prevent 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>Play equipment, toys and materials are disorganized Similar equipment, toys and materials are not grouped together and/or toys and materials are haphazardly piled on shelves.</p> <p>The play environment is not accessible throughout the day Not all learning areas are open during free play and planned program time.</p> <p>Space is not available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings There is not a designated space for the children's outdoor clothing and personal belonging.</p> <p>Floor space with suitable floor coverings is not available There is not one area in the room with soft covering on the floor. For example mats, carpets for children to sit comfortably on the floor to play.</p>	<p>Adults remove outdoor shoes before entering the room Adults are observed removing their outdoor shoes or using shoe coverings before entering the infant area to maintain cleanliness in the environment.. This applies to strollers/trolleys being wheeled into the room. Tires and/or floors need to be disinfected.</p> <p>Room set up allows for supervision of children The room set up does not interfere with the safe supervision of all children.</p> <p>Safe mirror at child's eye level in the playroom There is a safe mirror accessible within the room environment at child's eye level.</p> <p>Shoe coverings available for parents and staff Shoe coverings are available for parents, visitors and staff. Shoe covering should be clean and washed on a regular basis.</p> <p>Mirror includes pull-up bar Children are able to use the pull-up bar to stand/kneel. The pull up bar needs to be within child's reach for child to pull themselves up. Children must be able to see themselves in the mirror when using the pull-up bar.</p>	<p>Two or more educational play materials reflecting diverse people/cultures are accessible in two areas Educational play materials may include dolls with different skin tones, ethnic foods, and wooden diverse people. These materials need to be integrated in two areas. For example, two ethnic foods in the pretend play area and two diverse people in the block area.</p> <p>Child height windows in door/walls to see out Within the playroom environment windows and/or doors are at child's height to allow for children to see out.</p> <p>Dressing table/bench accessible to parents Parents have access to a dressing table or bench where they can dress their children to go home.</p> <p>Time is scheduled daily for staff to prepare materials in advance of learning experiences Staff have time scheduled daily to prepare materials in advance-to prepare materials and/or to set up the room in advance so that children are not kept waiting. 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>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Environment is not adjusted to meet the needs of children When needed, staff do not rearrange the room environment to meet the needs of the children. For example, staff does not expand pretend play space to allow for more children to participate.</p>	<p>Safe storage space available for equipment/toys and materials 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 stacked on top of each.</p>	<p>Two or more educational play materials reflecting people with disabilities are accessible in two areas Education 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>

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.

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 give meaning to the program? Are the displays arranged to support all the children and their families to feel a sense of belonging? Are all displays inclusive and free of bias?

Display: anything posted on the walls, portable displays, digital photo frames, including:

- 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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>More than half of the children's art work is product oriented, not process oriented 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>Displays are not developmentally-appropriate Displays include pictures that are not developmentally appropriate for young children.</p> <p>Less than three displays include children's own artwork as well as adult-made and/or commercial materials The room does not have three displays that include children's artwork and adult-made/commercial materials.</p> <p>Less than two displays do not include cultures/races Less than two displays include images of people from different races or cultures, international flags, language displays.</p>	<p>Displays are: Culturally appropriate and free of bias Two or more 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, pictures include more than one culture, and people are shown in more than just national dress.</p> <p>Reflective of children's recent activities Three or more children's displays include recent activities. For example artwork from the previous month. Artwork older than 2 months is not considered recent.</p> <p>Displays are arranged in an inclusive manner Displays from each category are placed in an inclusive manner or displayed throughout the environment. For example, displays of disabilities are displayed inclusive with other pictures.</p> <p>Two or more displays include family structures . Two or more photos include images of at least two different family structures. For example, extended families, same sex families.</p>	<p>Displays promote inclusion in daily living Displays in the room include images of diverse people and people with varying disabilities doing typical things.</p> <p>Two or more displays are in more than one language Two or more other languages 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>Displays include family involvement in activities and/or events 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>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Displays are not at child’s eye level Displays are not posted at children’s eye level wherever possible. For example, on furniture in the room or on the wall, low windows/doors.</p>	<p>Displays include children in the room participating in learning experiences Displays in the room include photographs of current children participating in planned and/or documented learning experiences. These photos do not include the photos of the children in the visual schedule or the family tree displays.</p> <p>Two or more displays include people with disabilities May include images of people with varying disabilities- participating in everyday activities or using different types of assistive devices.</p>	

6. Art and Sensory

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 accessible to infants and are developmentally-appropriate. Materials reflecting diverse skin tones are placed in an inclusive manner.

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 developmentally appropriate for all of the children? Do the materials provided promote critical thinking? Do the children have access to any materials that state "keep out of reach of children"? 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?

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

Sensory materials: textured material in a bin, shredded paper, sensory boards, shaker bottles

Art materials may: Drawing (paper, crayons, pencil crayons, pastels, table space), Pasting (magazines, paper, glue)

Art materials need to be available in the room

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>No equipment for art learning experiences There is no equipment available in the room for art learning experiences. For example, easel, paint brushes.</p> <p>No materials for art learning experiences There are no materials available in the room for art learning experiences. For example, drawing tools, glue, and paper.</p> <p>Art opportunities not available throughout the day Art experiences are not made available throughout the day for children to participate in.</p> <p>No materials for sensory learning experiences There are no materials available in the room for sensory learning experiences.</p> <p>Sensory opportunities are not available throughout the day Sensory learning experiences are not available throughout the day for children to participate.</p>	<p>Three or more developmentally-appropriate sensory equipment and/or materials are accessible There are materials and equipment accessible to the children in the room for sensory learning experiences. For example tactile balls, scent jars, shaker bottles.</p> <p>Three or more art materials include diverse skin tones There are three or more materials available that include four or more different skin tones. For example, drawing tools (markers, crayons), paint, and paper.</p> <p>Permanent sensory equipment is accessible to children in the play environment Sensory equipment is always accessible. It is acceptable for sensory equipment can be closed at lunch and sleep time. For example water/sand table, sensory bottles, texture boards, fabric swatches, plastic grass.</p>	<p>Sensory learning experiences are planned and/or documented weekly to reflect different senses One or more of the planned and/or documented sensory learning experiences reflects different senses. For example, texture mats taped to the floor, containers with different smells.</p> <p>Two or more planned and/or documented sensory learning experiences occur daily Two or more sensory learning experiences are planned daily.</p> <p>Two or more art learning experiences planned and/or documented daily Two or more art learning experiences are planned and/or documented daily.</p>

7. Books, Language and Literacy

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 to the programmed experiences, provides opportunities for enriched, extended learning possibilities. : 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 re-call 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: When incorporating books into other areas, do the books add/have meaning to that area? Are there a variety of topics? How are the books inclusive and bias free? Have the books been placed throughout the room that will promote children to become engaged with?

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

Book Accessories:, for example puppets, flannel board and flannel pieces, finger puppets, stuffed animals, play characters/ figurines

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

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>Books for rotation are not available Additional books are not available for rotation.</p> <p>Staff do not verbally label objects and actions Staff do not label objects or actions to children. For example, a child points to a book, the staff responds by saying "book".</p> <p>Area does not include soft seating and/or cushions for sitting The room does not have a separate reading area or the area does not include things such as a sofa, chairs, cushions, to make the area comfortable for children to sit.</p> <p>Books are not accessible for independent use Books are not accessible for the children to use.</p> <p>Staff do not read to children daily 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>Two developmentally-appropriate books for each child enrolled are accessible There are 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. The books reflecting diverse cultures, disabilities, different languages and real photos can be included.</p> <p>Two or more language and literacy toys or puzzles are accessible There are two or more language and literacy materials accessible to children. For example, puzzles, books, play phone, cash register.</p> <p>Three or more books which include diverse people/cultures are accessible Three or more books that include images of children and adults from around the world. The books are inclusive and bias-free.</p>	<p>Homemade books are accessible Books made by staff/children are included in the classroom environment. Homemade books can include homemade materials that are bound together. Some examples: a photo album, a collection of artwork that has been laminated and bound together or photo documentation of a process or activity such as making play dough. Homemade books are not counted as displays in the room.</p> <p>Toy bins and shelves are labelled with words and pictures 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>Three or more books which include people with disabilities are accessible 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>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Less than three books contain real images of people and/or objects Less than three books portray real people or objects. For example, a book with images of actual food items, animals, people.</p>	<p>Children have exposure to different languages Staff use different languages when speaking with children. For example, singing songs in different languages, using key words in child's preferred language, dual language books are accessible.</p> <p>Two or more books which include people with disabilities are accessible There are 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>Language and literacy opportunities are integrated into one other area Staff incorporate language and literacy materials into one other learning area. For example keyboards, phones, word builders, word blocks.</p>	

8. 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 accessible and encourage the child to engage and explore them freely.

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>Music is not appropriate for the age group Music and/or lyrics are not appropriate for the age of the children in the room.</p> <p>Staff do not sing to children daily Staff do not sing with children on a daily basis, whether it is with an individual child, small group or large group.</p> <p>Audio playlists are not available Where applicable, audio playlists are not made available. This refers to MP3 players, iPads, iPhones, iPods, tablets (Sub-item potentially not applicable)</p> <p>Musical instruments are not in good condition Musical instruments are not in good condition and/or not complete. For example, instruments are broken, do not have working batteries or are missing pieces.</p> <p>Radio is played when children are present The radio is played while children are in attendance. This is not appropriate as commentary and content cannot be controlled.</p>	<p>Three or more different types of music are available to be played to children Three or more different types of music, including more than one artist AND more than one genre.</p> <p>Three or more different types of musical instruments are accessible to children Three or more types of musical instruments. For example, tambourine, piano and cymbal that children can use independently during free play.</p>	<p>Two or more music and movement learning experiences are planned and/or documented weekly Two or more music and movement learning experiences are planned and/or documented weekly.</p> <p>Staff sing/play songs from different cultures Staff incorporate music 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.</p> <p>Props are used to enhance music experiences Children use props while engaging in music play. Evidence can be seen on the program plan or observed. For example finger puppets, scarves, musical instruments, streamers. These are used to enhance the children's music experiences.</p>

9. Physical Play Learning Experiences

Intent: To promote daily active physical play learning experiences for children. To 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 daily. Active physical play learning experiences promote large muscle development, co-ordination skills and reduce undesirable behaviours.

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?

Planned and/or Documented Experiences: need to be activities that encourage large muscle movement. For example push/pull toys, pulling wagons, crawling through tunnels, rolling balls.

Note: Stroller walks are not considered physical play learning experiences.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Designated safe space for indoor physical play learning experiences is not available In the event children are unable to go outside for physical play, there is not a designated space is available. For example, a school gym, atrium, empty room or the playroom.</p> <p>Staff are not engaged in planned and/or documented physical play learning experiences with the children Staff are not observed participating in the physical learning experiences/opportunities with children.</p> <p>Less than two types of gross motor equipment are accessible to children in the room There are less than two different types of gross motor equipment accessible within the room environment during free play and planned learning experiences. For example, a tunnel for crawling through, push/pull toys, balls.</p>	<p>Daily planned and/or documented physical play learning experiences Staff plan and/or document physical play learning experiences. The physical play learning experiences can be implemented inside and outside.</p> <p>Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate Learning experiences are developmentally-appropriate or are adapted so that children are able to participate.</p>	<p>Physical play learning experiences are planned and/or documented for both the morning and afternoon Staff plan and/or document physical play learning experiences in the morning and in the afternoon. The physical play learning experiences can be implemented inside and outside.</p> <p>Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon 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.</p>

10. Cognitive & Manipulative and Science & Nature

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 learning experiences allow staff to lead children to higher learning, based on the children's observed cues and interests. 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: "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 the materials in good condition? Can the children combine other materials to enhance their play? 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?

Cognitive Learning Experiences: puzzles, cause and effect toys.

Manipulative Learning Experiences: support development of fine motor skills and include shape sorters, stacking cups, bead maze.

Science & Nature may include:

- bottles filled with coloured water and oil
- magnifying glass
- coloured lens
- tornado bottles

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Materials are not available for rotation There are not complete toy sets in storage for rotation.</p> <p>Cognitive and manipulative materials are not accessible Cognitive and manipulative materials are not accessible for children. For example, puzzles, cause and effect toys, shape sorters.</p> <p>Materials are not developmentally-appropriate The cognitive/manipulative toys and/or science/nature materials accessible to the children are not considered developmentally appropriate.</p>	<p>Three or more different types of cognitive and manipulative materials are accessible Three or more different types of cognitive and manipulative materials accessible for children. For example puzzles, cause and effect toys, shape sorters</p> <p>Developmentally-appropriate science and nature materials are accessible. There are developmentally appropriate science and nature materials accessible to the children. For example magnifying glasses, magnets, pinecones/shells in clear jars, bugs in clear resin blocks.</p> <p>Two complete toys for each child enrolled are accessible 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, For example, puzzles, pegs and peg boards, magnetic letters, gears, bead mazes, shape sorter.</p>	<p>One planned and/or documented cause and effect learning experience offered weekly One of the planned and/or documented cognitive and manipulative learning experiences reflects cause and effect concepts. For example pop-up toys, ring stackers, shape sorters, stacking cups, puzzles.</p> <p>Opportunities to experience natural objects Staff offer opportunities that incorporate natural objects that are developmentally appropriate. For example, snow, plants, honeycombs, nests, gourds, leaves, plants.</p> <p>Three or more developmentally-appropriate science and nature equipment and/or materials are accessible Three or more materials and equipment accessible to the children in the room for science and/or nature learning experiences. For example magnifying glasses, pinecones, magnets, coloured lenses, jars with shells, rocks and real feathers.</p>

11. Blocks & Construction and Pretend Play

Intent: Children should have access to an ample selection of accessories and blocks, with which they can build, create and explore concepts. This may include, but is not exclusive to, spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing. Pretend play is an opportunity to provide children an environment and accessories, in good condition, which promotes imaginative play. Prop boxes are used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language through open-ended play.

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)

"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: Are the materials complete? Are the materials in good condition? For example: Are there animals to go with the farmhouse, are there trains to go with the train tracks? Can the children combine other materials to enhance their play? 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? How do the materials offered extend opportunities for the children to be engaged with both one another and individually? Does the environment promote opportunities for children to master self – regulation within their play?

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

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

Pretend Play Accessories: dress up clothes, puppets, toy appliances, furniture such as a stove, table/chairs, dishes, washer/dryer, workbench.

Note: It is not appropriate to use real medication bottles, empty cleaning products bottles, or 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>Pretend play accessories and equipment are in poor condition Some accessories for pretend play are broken, missing pieces or frayed.</p> <p>Pretend play accessories and equipment are not developmentally-appropriate Pretend play accessories are not developmentally-appropriate for the children enrolled in the program.</p> <p>Block and construction materials are not accessible There are less than three different types of block/construction materials accessible for children. For example, only duplo blocks are accessible.</p>	<p>Accessories and equipment reflect cultural diversity 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>Three or more developmentally-appropriate block and construction materials are accessible Three or more different types of appropriate construction materials. For example, small and large blocks, wooden, Duplo or cardboard blocks.</p> <p>Three or more developmentally-appropriate block and construction accessories are accessible Three or more different accessories accessible. For example, farmhouse, cars, people, and animals in the block area.</p>	<p>Block and construction materials include three or more textures Three or more sets of blocks are accessible that feel texturally different. For example, smooth blocks, dimpled blocks and squishy blocks.</p> <p>Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus A pretend play focus is identified on the program plan. Accessories and equipment provide for three or more role playing possibilities within the pretend 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>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Block and construction accessories are not accessible There are less than three block/construction accessories accessible for children. For example, there are only cars or people accessible.</p> <p>Insufficient accessories and equipment for the number of children enrolled There are not enough accessories for pretend play for the number of children who want to use them.</p>	<p>Pretend play area includes real items that are developmentally-appropriate Pretend play accessories include two or more real items. For example, food containers, diapers for dolls, clothing, phones, keyboards, bags.</p>	<p>Three or more accessories are culturally diverse 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>

12. Routine Care Practices

Intent: Staff follow the individual cues of the children, and are aware that children adapt to situations and environments in individual manners. Each child has an individual schedule that is respectful and reflective of their needs and/or the family's requests. Staff document **all** snacks, meals and beverages, as well as the amounts consumed throughout the entire day. This information is used as a communication tool for both other staff and parents/guardians. The child's interactions and/or experiences are documented as well as shared with parents/guardians, so they are aware of their child's accomplishments throughout the day. The exchange of information builds ongoing rapport between the staff and family.

Inspiring Pedagogy: " Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live. It's not a "one-size-fits-all" approach." (HDLH, pg 18)

Reflective Questions: How often are the individual schedules being reviewed? Do the schedules reflect up to date and developmentally relevant information? Are the schedules easily accessible? Are the daily information charts fully completed each day? Are the daily information charts providing the families with useful information about their child's day? What methods have been adapted to ensure all children and families feel a sense of belonging within the program? How are families included to support the well-beings of the child within this program?

Daily Information Chart: there is information chart that lists:

- all food consumed
- time and duration of sleep
- information regarding disposition/interactions and/or specific activities they were engaged in
- time/type of diaper changes (wet/soiled). Diapering chart may be posted in the change area/washroom
- toilet training schedule specific to individual children is utilized

Note: Daily information can be documented on a write-on/wipe-off board. The daily information chart can also cover the entire week and be taken home at the end of the week.

Individual Children's Schedules: for children under the age of 18 months it is expected there is an individual schedule for each child to ensure the individual child's needs are being met. It is expected that there is evidence of individual schedules based on the children's developmental stages and cues. The schedules are to be reviewed with parents at minimum every two months and needs to be available somewhere in the room.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>A daily information chart is not completed for each child An information chart is not completed for each child or is missing information.</p> <p>Daily information chart is not reviewed with parent/guardians Staff do not discuss the information on the daily information charts with parents/guardians.</p>	<p>Evidence of documentation for each child's interactions and/or learning experiences during the day There is documentation on the Daily Information Chart or in a separate place for each child about their disposition/interactions and/or specific activities they were engaged in during the day. If the documentation of the observations relates to learning objectives, it can be used for programming. However, the daily information charts would need to be kept as a record to be considered as weekly observations</p>	<p>Daily information chart is available to be taken home The daily information chart should be available to parents/guardians to take home. This can be either the original or a photocopy. If a program is using a write on/wipe off board as a daily information chart, a photograph of the board could be taken and/or emailed home to parents.</p> <p>Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development There is evidence that staff have reviewed individual schedules with parents at minimum of every two months for children under 18 months.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Children's individual schedules are not available Individual schedules are not kept for each child and/or age grouping. Individual schedules should be available to the staff in the room. They should include information that is child specific. For example, eating habits, sleep routines, toileting information, likes/dislikes, general disposition, special care routines.</p> <p>Staff repeatedly are not following children's physical cues Staff do not follow the children's individual cues. For example, during lunch a child is starting to fall asleep, the staff does not take the child and place them in their cot/crib.</p>	<p>Staff are following children's physical cues In order to meet children's individual needs, staff are following the children's individual cues. For example, a child is pointing to a bottle, staff interprets this gesture to mean they want a bottle, and provides a drink for the child.</p>	<p>Children's individual schedules are followed by staff Staff are observed during the assessment following the children's individual schedules to ensure their needs are being met.</p>

13. Diapering Routines

Intent: Staff are expected 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 routine correctly? Is the diapering area set up in a way that it allows staff to follow the diapering and gloving/hand washing procedures correctly? How are educators engaging with children to support the spontaneous learning opportunities during diapering routines?

Picture Symbol Diapering Routine: posted in the washroom and shows children what happens next in the diapering routine.

Diapering Procedures: posted or taken by staff. For example, a portable clipboard when they are diapering children.

Diapering Supplies: includes hand soap, toilet paper, paper towel, 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>No change table There is no change table or counter</p> <p>Washroom is not adapted for use by all children 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.</p> <p>Change table is not in good condition The change table/counter is not in good condition. For example, it is dirty, ripped or has chipped paint.</p> <p>Diapering is not viewed as an opportunity to interact with children Staff do not talk with children during washroom routines, other than when they instruct or provide direction to children.</p> <p>Separate covered garbage is not being used for sanitary disposal of soiled diapers No 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.</p>	<p>Children are given notice of upcoming diaper change Staff prepares children for diaper changes in advance of taking them to the diaper change area. For example using verbal cues, using a visual schedule</p> <p>Current Regional Public Health potty routine is posted Regional Public Health potty procedures are posted or taken by staff into the washroom and diapering area. If potties are not used, then the potty procedure does not need to be posted (Sub-item potentially not applicable)</p> <p>Washroom area includes a mirror at child's eye level A mirror is accessible and at an appropriate eye level for all children in the washroom area.</p> <p>Current Regional Public Health diapering routine is posted Regional Public Health diapering procedures are not posted or taken by staff into the washroom and diapering area.</p> <p>Posted procedures for toileting/potty and diapering are followed by staff During observation of a toileting/diapering routine, staff consistently follows the posted procedures.</p>	<p>Picture symbol schedule depicting diapering routine is visually accessible at child's eye level A visual depiction of the diapering routine is posted in the washroom at children's eye level in a place where children can see it while being changed on the diaper table. For example, on a wall by the change table. 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 or to indicate what will happen next in the diapering routine. Real photos depicting children using toilet/potty or being diapered are not considered appropriate.</p> <p>Child-size sink is accessible in the washroom A child size sink accessible in the washroom area. A single step stool is considered child size.</p> <p>Diapering is viewed as an opportunity to encourage self-help skills Staff use the time to encourage self-help skills. For example, pulling up their pants.</p>

14. Meals and/or Snack Time

Intent: Meals and snack times, including times when infants drink bottles, 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. Infants who drink from bottles receive regular attention from staff, whether staff sit beside children at the table or on pillows. Developmentally-appropriate eating utensils, dishes and furnishings are available in the room.

Reflective Questions: Are conversations occurring during meal and/or snack times? Do the children have interest in the foods they are eating? Are the dishes and utensils developmentally appropriate? Are educators engaged with children during snack and/or meals? How are educators engaged and developing relationships with all of the children during the meal time?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Food is used as a reward or punishment Food is used to reward, to acknowledge performance, to punish, to control children's behavior.</p> <p>Young infants' bottles are propped up when they are being fed Children who are unable to hold their bottles are not held while feeding. Bottles are propped up for children who are unable to hold their own bottles. It is acceptable for infants who are at an independent developmental level to hold their own bottle. It is expected that an adult remains close by to support and maintain interactions during this time. (Sub-item potentially not applicable)</p> <p>Space and equipment for minor food preparation is not located in the room Space and equipment for minor food preparation is not located in the infant room. For example, warming up formula, warming up food, cutting up foods into smaller portions.</p> <p>No conversations and/or interactions occur during meals and/or snack times Less than two adult to child conversations and/or interactions occur during meal and/or snack times, excluding when staff instruct or provide direction to children.</p>	<p>Food is always served on dishes or napkins Food is- served on dishes or napkins/paper towels, and not placed directly on a table, trolley, high chair tray or shelf. Napkins/paper towels are used for dry foods only.</p> <p>Meal and/or snack times are viewed as a time for socialization and conversation During observation of at least one meal or snack, staff provide educational experiences. For example, teach children fine motor, self feeding skills; talk about the different foods, texture, temperature, taste.</p> <p>Water and refrigeration is available in the room There is water and refrigeration available to staff directly in the room. A large jug of water is sufficient if there is no sink/running water in the room.</p> <p>Adult seating is accessible Seating can be adapted for adult use.</p> <p>Staff serve food while sitting with children during mealtimes Staff sit with children while they are serving any food at the table. For example, preparing some food ahead of time and serving food from the table. It is acceptable for staff to prepare food for children in high chairs at the table or counter and then place on the trays.</p>	<p>Food preparation area in the room is not used for other uses The food preparation area is only used for this purpose. For example, art supplies are not washed in this space.</p> <p>Staff use meal and/or snack times as opportunities for enhanced language learning Staff engage children in conversation. Conversations are unhurried and the meal time is calm.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Individual children’s needs are not met during meal times 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>Utensils and dishes are not available to support individual feeding needs and are not adapted as required 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>Children do not sit in small groups During meals and snacks, children eat seated in large groups. Small group for infants is 1:3/1:4.</p> <p>Equipment required for seating is not appropriate for the size, ability and developmental level of the children Chairs and tables are not sized to the children. Where required to meet the needs of individual children, furniture has not been adapted. For example, tables are wheelchair accessible, adaptive equipment not used where necessary.</p>		

15. Cribs and Bedding

Intent: Each child has their own designated crib or cot that is hygienically maintained. Parents provide written documentation for any infants that are not sleeping in cribs. Staff provide a smooth transition from an activity or 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 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 the children? Is the environment set up in a manner that promotes sleeping/resting? Can some children sleep longer if needed? Are the cribs/cots labeled with a description about how the child likes to sleep? Is the sleep room adequately monitored? Are the individual needs of each child being met on a regular basis?

Cribs/Cots: all children should have the opportunity to rest in a crib or cot.

Bedding: all cribs/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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Extra bedding is not available Sheets provided by the centre are not available for all the cots/cribs. Extra sheets are not available if they need to be changed.</p> <p>Cribs in poor condition Cribs/cots are visibly dirty, ripped or broken.</p> <p>Cribs are not designated Cribs are not assigned to a particular child and are not designated with the child's name.</p> <p>Sheets are not changed once a week, or sooner if needed Sheets are not changed at least once a week or sooner if needed. For example, when a child wets the crib.</p>	<p>Mattresses are disinfected weekly Mattresses/cribs/cots are disinfected at least once a week.</p> <p>Areas above cribs are free of storage Areas around cribs are free from hazards. There are no storage bins on shelves above the cribs and there are no toys on shelves that pose the risk of falling on a child.</p> <p>Cribs are not used for storage Cribs are not used to store toys, equipment or personal items at any time. It is never acceptable to use a crib for storage even when not in use by a child in the program.</p> <p>Sleeping area is monitored Staff monitor the sleeping area. There is a working monitor in the room, a staff physically supervising the space or the staff have the ability to see and hear the children without obstruction at all times.</p>	<p>Brief description of how each child goes to sleep is accessible There is a description of each child's resting pattern. For example, a child falls asleep on their back, child likes to be rocked to sleep, child wants their back rubbed.</p> <p>Resting environment includes soft music and dimmed lighting 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. Plug in lights are acceptable as long as the lights allow staff to safely see what is happening in the room.</p>

16. Health & Safety and Toys & Play Equipment Washing

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. Staff follow Regional Public Health requirements for toy and equipment washing. This supports a clean and sanitary environment for the children. Staff should provide health and safety resources on topics that are relevant to the children and families at your centre. Topics may include: recall notices, information regarding car seats or infant choking hazards. Information can be located in a central location in the centre.

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? 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? How are the health and safety practices being followed to ensure that all children are engaged in an environment that is free of hazards? What precautions been taken into consideration to promote the well-being of each child within this program?

Hazards: anything that is potentially dangerous to children such as; 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. Any materials, containers or items that have the statement "Keep out of reach of children" should not be used by the children under any circumstance.

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

Toys and Equipment: all toys and play materials that are accessible to the children - dramatic play furniture, large blocks, indoor riding toys.

Soiled: objects that are dirty or children have sneezed on or mouthed.

Schedule: toys and play equipment washing plan is available and followed as Regional Public Health requirements. Infant toys are washed daily.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Furniture is not sturdy and safe to pull up on Furniture is not stable enough for a child to hold on to and pull themselves up on.</p> <p>First aid kit is not available in the room There is not a first aid kit available within the room for staff to access. Each room should have a first aid kit 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>All areas of the room are:</p> <p>Not maintained in a hygienic condition More than one area of the room is observed as being dirty. For example carpets, toys, shelves are visibly soiled.</p>	<p>Toys and play equipment washing schedule is signed and/or initialled and dated by staff 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.</p> <p>Health-related resources are accessible to families Staff provide resources to families on health-related topics. For example head lice information, illness prevention.</p> <p>All areas in the room are safe All areas of the room are observed as being safe. For example, there is no tripping hazard, and electric outlets are covered. Please follow manufacturers' instructions when using equipment like high chairs and specialty seats.</p>	<p>Safety-related resources are accessible to families Staff provide resources to families on safety-related topics. For example recalled toys, developmentally-appropriate toys</p> <p>Transitional toys used prior to meal and/or snack times are washed after each use There is evidence that transitional toys are washed after each use. (Sub-item potentially not applicable)</p> <p>Safety/health resources are accessible to families in their preferred language Staff seek out and provide safety/health resources to families in their preferred language.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Not kept in a state of good repair More than one area of the room is observed in poor repair. example, furniture, carpets, physical structure, paint chipping.</p> <p>No schedule for toy washing There is no schedule for toy washing.</p> <p>Schedule for toy washing does not meet Regional Public Health guidelines Staff do not wash toys and play equipment as per Regional Public Health Guidelines.</p>	<p>Toys and play equipment are washed as they become soiled Staff 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>	

17. 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. It is expected that posted hand washing procedures are followed by staff and children.

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>Insufficient supplies are accessible to ensure hand washing is conducted in a hygienic manner There is not enough soap, paper towels, hand dryers, hand sanitizer to ensure hand washing can be carried out.</p> <p>Current Regional Public Health hand-washing procedures are not posted Hand washing procedures are not posted.</p> <p>Current Regional Public Health hand-washing procedures are not followed Posted hand washing procedures are not followed. For example, children or staff miss a step in the process.</p>	<p>Current Regional Public Health hand sanitizing procedures are posted Sanitizing procedures are posted. (Sub-item potentially not applicable)</p> <p>Evidence Supervisor reviews hand-washing expectations with staff 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>A sink is accessible in the room Children and staff have access to a sink for hand washing directly in the room.</p> <p>Real photographs are used for visual hand-washing procedure The photos for the hand-washing procedure can include hands only. Real photos outlining Regional Public Health hand-washing procedures must be posted in a place accessible to children at all sinks used by the children.</p>

18. Transitions and Attendance Verification

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. Positive interactions during transitions reflect a supportive 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. Staff are aware **at all times** the number and names of children that are in their care. Documentation on the main attendance 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 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: How are the staff members openly communicating about the location of all children 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? 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?

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 three infants, and three staff for 10 children. When transitioning children to another space, the first staff may take three children outside, followed by the second staff with four children, and the third staff with the remaining three children. Exceptions to small group transitions may include safety considerations such as environmental conditions.

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

Children's attendance is recorded on the main attendance 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>Staff do not prepare children prior to transitions 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>Children's arrival and departure times are not always recorded on the main attendance record The main attendance does not show that all children's arrival and departure times are recorded. A review of previous attendance records does not show that all children in attendance were signed in and out.</p> <p>Staff are not the recorders of the children's arrival and departure times Staff are not recording the children's arrival and departure times to ensure all children are always signed in and out.</p>	<p>Arrival and departure times are completed in pen Arrival and departure times are recorded using a pen.</p> <p>Transitions are conducted in a smooth and seamless manner Staff consistently support children's transitions ensuring they are carried out in a way that children are not waiting. Children are transitioned in small groups.</p> <p>Portable attendance travels with each group The portable attendance should accurately account for the children that have left the main group for small group experiences. This can be achieved using photos of children or a list of names. Children do not need to be signed out, and a portable attendance does not need to be used for transitions and washroom routines. (Sub-item potentially not applicable)</p>	<p>Written verification of attendance after each group transition 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 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>Transition play materials are available Play materials are available for children to support the transition process.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Extended waiting during transitions During the observation of at least two transitions, children are waiting for extended periods of time while moving between activities/routines.</p> <p>Positive interactions do not occur between staff and children during transitions Staff do not support and encourage children during transitions. The staff are observed rushing the children or not allowing the children to do things on their own in order to speed up to the process.</p>	<p>Attendance is verbally verified after staff transitions 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>Small groups of children who have left the room are reflected on the main attendance record 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. (Sub-item potentially not applicable)</p>	

19. Positive Atmosphere

Intent: Staff are to be positive and supportive to 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>Staff shout at children Any staff is 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>Staff repeatedly do not model appropriate positive social behaviour Staff are not observed interacting with others in an appropriate manner. Positive social skills are not role-modelled with all individuals in the environment. For example, not speaking in a respectful manner to others or not reinforcing positive social interactions.</p> <p>Staff are repeatedly not welcoming Staff do not show pleasure when welcoming individuals into the environment. Not everyone is greeted in an hospitable manner.</p> <p>Staff are impatient Any staff are 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>Staff direct positive attention to all children All staff are observed speaking and interacting with children in a positive and supportive manner.</p> <p>Staff maintain a positive tone of voice 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>Staff model positive non-verbal communication skills All staff are able to assess the cues of the individuals in the room and role-model positive non-verbal communication skills. For example, mimicking and turn-taking with an infant attempting to press buttons on a cause and effect toy, or role-modelling appropriate use of play materials with an infant..</p> <p>Staff display empathy All staff display understanding and support towards individuals.</p> <p>Staff use teachable moments to further develop positive social behaviours All staff reinforce the positive social behaviours of the children by encouraging the children "in the moment". For example, staff supporting the development of empathy in infants.</p>

20. 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. Staff, as a team, 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? What barriers may be in the environment to support effective supervision?

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

21. 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>Staff repeatedly do not encourage developmentally-appropriate self-help skills 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 not allowing an infant to self-feed or a toddler expected to dress themselves.</p> <p>Staff repeatedly do not allow children to make their own decisions 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</p> <p>Staff repeatedly do not provide time for children to complete tasks. Staff are observed not allowing children the time to complete tasks and activities. Children are rushed through routines, and are not allowed to complete activities at their own pace.</p>	<p>Children are provided with choices All staff provide appropriate choices for the children. For example, the choice of activities, the sequence of tasks.</p> <p>Staff consistently follow the children's cues All staff are observed following the children's cues. Staff are aware of the children's individual needs and personalities.</p>	<p>Children are provided with choices within their interests All staff are observed providing children the choice of activities or tasks based on their interests.</p> <p>Staff respond to children's interests All staff are observed responding to children's interests. Staff are able to bring in resources for the children that further enhances the skills the children wish to master or their interests. For example, the staff who has made different types of toy trains and vehicles for the children interested in trains, or the staff providing different materials on which an infant can bang like a drum.</p>

22. 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>Staff do not demonstrate inclusive practice 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.</p> <p>Staff repeatedly give too many directions for a child to follow successfully Staff are repeatedly observed giving multi-step directions that are not developmentally appropriate and too difficult for the child to follow.</p> <p>Staff repeatedly do not acknowledge children's emotions appropriately 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>Staff role-model how to accomplish tasks All staff are observed showing children how to succeed at completing tasks without doing it for the children.</p> <p>Staff address children by their real name 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 "Baby, Sweetie, and Honey" are discouraged.</p>	<p>Staff assist children to process their own emotions All staff support the children to understand their emotions. For example, staff comforting and acknowledging the emotions of a child who lost a toy, and discussing the different feelings of sadness and anger.</p> <p>Staff encourage children to identify the emotions of others 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 an inquiring infant why one of the children is crying.</p> <p>Staff focus encouragement on how the tasks are completed All staff are observed interacting with the children and provide encouragement on how the child has completed a task or activity.</p>

23. 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 behaviour is not appropriate? Are the children using their behaviour 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>Staff are physically abrupt with children Staff are observed being aggressive with the children. For example, staff grabbing children, using threatening body language or pushing children.</p> <p>Staff repeatedly do not reinforce positive behaviour Staff are repeatedly observed not reinforcing positive behaviours in the children. Staff do not acknowledge or support the positive behaviours exhibited by the children.</p> <p>Staff repeatedly do not use developmentally-appropriate re-direction strategies Staff are observed repeatedly not using developmentally appropriate re-direction strategies. For example, staff who re-direct a toddler who is taking dolls from other children; the staff does not explain why they can not take and does not provide an alternative doll.</p>	<p>Staff use appropriate behaviour guidance strategies All staff are observed using appropriate behaviour guidance strategies.</p> <p>Staff model turn taking/sharing 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>Staff adapt expectations based on the individual needs of the children 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>Staff respond to all children involved in an incident, to resolve the issue in a calm manner 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>

24. Supporting Communication and Extending Children's Learning

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. 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: "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? 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? 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>Staff repeatedly do not build on or expand on verbal /non-verbal interactions Staff are repeatedly observed not expanding or building on the children's verbal/non-verbal interactions.</p> <p>Staff repeatedly solve the children's problems immediately Staff are observed solving the children problems.</p> <p>Staff repeatedly miss opportunities to build children's knowledge Staff are repeatedly observed ignoring opportunities to extend children's learning.</p>	<p>Staff support children to follow through with strategies All staff are observed working with children through a problem, breaking solutions into small steps and supporting the children throughout the process.</p> <p>Staff are observed participating in play with children All staff are observed actively participating in the activities with children.</p> <p>Staff support the children's learning All staff are observed supporting children's learning. For example, becoming engaged in the children's activity and adding new vocabulary and/or materials to extend the learning opportunity.</p>	<p>Staff extend verbal/non-verbal interactions with materials All staff are observed using play materials to extend language opportunities. For example, using finger puppets during songs.</p> <p>Staff extend children's vocabulary All staff are observed using language wherever possible to extend children's vocabulary. For example, when a child gestures to an object staff are labelling.</p>