

# Assessment|Infant

|   | Does Not Meet Expectations<br><b>1</b> or <b>2</b>  | Meets Expectations<br><b>3</b>  | Exceeds Expectations<br><b>4</b> or <b>5</b>  | Score   |
|---|---|---|---|---|
| <p><b>1. Daily and Visual Schedules</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Schedule is not posted</li> <li><input type="checkbox"/> Daily Schedule does not balance between structure and flexibility</li> </ul> <p>Daily Schedule does not indicate time is planned for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indoor play</li> <li><input type="checkbox"/> Child and Staff initiated learning experiences</li> <li><input type="checkbox"/> Time to meet children's physical needs</li> <li><input type="checkbox"/> Outdoor play.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual Schedule is accessible</li> <li><input type="checkbox"/> Photographs in Visual Schedule include children in the program</li> <li><input type="checkbox"/> Visual Schedule is seasonally adjusted.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Schedule is seasonally adjusted</li> <li><input type="checkbox"/> Daily Visual Schedule is referred to</li> <li><input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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|------------------------|---|--|--|---|
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| <b>2. Program Plan</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A current Program Plan is not posted.</li> <li><input type="checkbox"/> Program Plan does not cover the entire time children are in attendance</li> <li><input type="checkbox"/> Each room does not have its own Program Plan</li> <li><input type="checkbox"/> External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs.</li> </ul> | <p>The following learning areas are planned and/or documented:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One language and literacy daily</li> <li><input type="checkbox"/> One sensory daily</li> <li><input type="checkbox"/> One music and movement weekly</li> <li><input type="checkbox"/> One art daily</li> <li><input type="checkbox"/> One cognitive daily</li> <li><input type="checkbox"/> One block weekly</li> <li><input type="checkbox"/> Evidence that individual goals of children are incorporated into the program plan</li> <li><input type="checkbox"/> Current Program Plan includes descriptions of the learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of formal programming time given to staff</li> <li><input type="checkbox"/> Supervisor reviews Program Plans and signs them weekly</li> <li><input type="checkbox"/> Information is accessible to parents on curriculum model.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>3. Learning Experiences</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning experiences offered are not developmentally-appropriate</li> <li><input type="checkbox"/> Learning experiences do not promote choice for children</li> <li><input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of opportunities to discuss developmental progress with families</li> <li><input type="checkbox"/> Standardized Developmental Screening tool is completed for all children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Photo documentation of learning experiences available</li> <li><input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly</li> <li><input type="checkbox"/> Activity resources accessible for families</li> <li><input type="checkbox"/> Portfolios regarding each child's development are accessible to families.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>4. Indoor Physical Environment</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Play equipment, toys and materials are disorganized</li> <li><input type="checkbox"/> The play environment is not accessible throughout the day</li> <li><input type="checkbox"/> Space is not available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings</li> <li><input type="checkbox"/> Floor space with suitable floor coverings is not available</li> <li><input type="checkbox"/> Environment is not adjusted to meet the needs of children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Adults remove outdoor shoes before entering the room</li> <li><input type="checkbox"/> Room set up allows for supervision of children</li> <li><input type="checkbox"/> Safe mirror at child's eye level in the playroom</li> <li><input type="checkbox"/> Shoe coverings available for parents and staff</li> <li><input type="checkbox"/> Mirror includes pull-up bar</li> <li><input type="checkbox"/> Safe storage space available for equipment/toys and materials.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in two areas</li> <li><input type="checkbox"/> Child height windows in door/walls to see out</li> <li><input type="checkbox"/> Dressing table/bench accessible to parents</li> <li><input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences</li> <li><input type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in two areas.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>5. Displays</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> More than half of the children's art work is product oriented, not process oriented</li> <li><input type="checkbox"/> Displays are not developmentally-appropriate</li> <li><input type="checkbox"/> Less than three displays include children's own artwork as well as adult-made and/or commercial materials</li> <li><input type="checkbox"/> Less than two displays include cultures/races</li> <li><input type="checkbox"/> Displays are not at child's eye level.</li> </ul> | <p>Displays are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Culturally appropriate and free of bias</li> <li><input type="checkbox"/> Reflective of children's recent activities</li> <li><input type="checkbox"/> Displays are arranged in an inclusive manner</li> <li><input type="checkbox"/> Two or more displays include family structures</li> <li><input type="checkbox"/> Displays include children in the room participating in learning experiences</li> <li><input type="checkbox"/> Two or more displays include people with disabilities.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays promote inclusion in daily living</li> <li><input type="checkbox"/> Two or more displays are in more than one language</li> <li><input type="checkbox"/> Displays include family involvement in activities and/or events.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>6. Art &amp; Sensory</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> No equipment for art learning experiences</li> <li><input type="checkbox"/> No materials for art learning experiences</li> <li><input type="checkbox"/> Art opportunities not available throughout the day</li> <li><input type="checkbox"/> No materials for sensory learning experiences</li> <li><input type="checkbox"/> Sensory opportunities are not available throughout the day.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Three or more developmentally-appropriate sensory equipment and/or materials are accessible</li> <li><input type="checkbox"/> Three or more art materials include diverse skin tones</li> <li><input type="checkbox"/> Permanent sensory equipment is accessible to children in the play environment.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sensory learning experiences are planned and/or documented weekly to reflect different senses</li> <li><input type="checkbox"/> Two or more planned and/or documented sensory learning experiences occur daily</li> <li><input type="checkbox"/> Two or more art learning experiences planned and/or documented daily</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>7. Books, Language and Literacy</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Books for rotation are not available</li> <li><input type="checkbox"/> Staff do not verbally label objects and actions</li> <li><input type="checkbox"/> Area does not include soft seating and/or cushions for sitting</li> <li><input type="checkbox"/> Books are not accessible for independent use</li> <li><input type="checkbox"/> Staff do not read to children daily</li> <li><input type="checkbox"/> Less than three books contain real images of people and/or objects.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Two developmentally-appropriate books for each child enrolled are accessible</li> <li><input type="checkbox"/> Two or more language and literacy toys or puzzles are accessible</li> <li><input type="checkbox"/> Three or more books which include diverse people/cultures are accessible</li> <li><input type="checkbox"/> Children have exposure to different languages</li> <li><input type="checkbox"/> Two or more books which include people with disabilities are accessible</li> <li><input type="checkbox"/> Language and literacy opportunities are integrated into one other area.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Homemade books are accessible</li> <li><input type="checkbox"/> Toy bins and shelves are labelled with words and pictures</li> <li><input type="checkbox"/> Three or more books which include people with disabilities are accessible</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <p><b>8. Music and Accessories</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Music is not appropriate for the age group</li> <li><input type="checkbox"/> Staff do not sing to children daily</li> <li><input type="radio"/> Audio playlists are not available</li> <li><input type="checkbox"/> Musical instruments are not in good condition</li> <li><input type="checkbox"/> Radio is played when children are present.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Three or more different types of music are available to be played to children</li> <li><input type="checkbox"/> Three or more different types of musical instruments are accessible to children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Two or more music and movement learning experiences are planned and/or documented weekly</li> <li><input type="checkbox"/> Staff sing/play songs from different cultures</li> <li><input type="checkbox"/> Props are used to enhance music experiences.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |       |

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| <p><b>9. Physical Play Learning Experiences</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Designated safe space for indoor physical play learning experiences is not available</li> <li><input type="checkbox"/> Staff are not engaged in planned and/or documented physical play learning experiences with the children</li> <li><input type="checkbox"/> Less than two types of gross motor equipment are accessible to children in the room.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily planned/or documented physical play learning experience</li> <li><input type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical play learning experiences are planned and/or documented for both the morning and afternoon</li> <li><input type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>10. Cognitive &amp; Manipulative and Science &amp; Nature</b> | <input type="checkbox"/> Materials are not available for rotation<br><input type="checkbox"/> Cognitive and manipulative materials are not accessible<br><input type="checkbox"/> Materials are not developmentally-appropriate. | <input type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible<br><input type="checkbox"/> Developmentally-appropriate science and nature materials are accessible<br><input type="checkbox"/> Two complete toys for each child enrolled are accessible. | <input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly<br><input type="checkbox"/> Opportunities to experience natural objects<br><input type="checkbox"/> Three or more developmentally-appropriate science and nature equipment and/or materials are accessible. | <b>1</b> |
|  |  |   |  | <b>2</b> |
|  |  |   |  | <b>3</b> |
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| <p><b>11. Blocks &amp; Construction and Pretend Play</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Pretend play accessories and equipment are in poor condition</li> <li><input type="checkbox"/> Pretend play accessories and equipment are not developmentally-appropriate</li> <li><input type="checkbox"/> Block and construction materials are not accessible</li> <li><input type="checkbox"/> Block and construction accessories are not accessible</li> <li><input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Accessories and equipment reflect cultural diversity</li> <li><input type="checkbox"/> Three or more developmentally-appropriate block and construction materials are accessible</li> <li><input type="checkbox"/> Three or more developmentally-appropriate block and construction accessories are accessible</li> <li><input type="checkbox"/> Pretend play area includes real items that are developmentally-appropriate.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Block and construction materials include three or more textures</li> <li><input type="checkbox"/> Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus</li> <li><input type="checkbox"/> Three or more accessories are culturally diverse.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>12. Routine Care Practices</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A daily information chart is not completed for each child</li> <li><input type="checkbox"/> Daily information chart is not reviewed with parent/guardians</li> <li><input type="checkbox"/> Children's individual schedules are not available</li> <li><input type="checkbox"/> Staff repeatedly are not following children's physical cues.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of documentation for each child's interactions and/or learning experiences during the day</li> <li><input type="checkbox"/> Staff are following children's physical cues.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily information chart is available to be taken home</li> <li><input type="checkbox"/> Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development</li> <li><input type="checkbox"/> Children's individual schedules are followed by staff.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <b>13. Diapering Routines</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> No change table</li> <li><input type="checkbox"/> Washroom is not adapted for use by all children</li> <li><input type="checkbox"/> Change table is not in good condition</li> <li><input type="checkbox"/> Diapering is not viewed as an opportunity to interact with children</li> <li><input type="checkbox"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Children are given notice of upcoming diaper change</li> <li><input type="radio"/> Current Regional Public Health potty routine is posted</li> <li><input type="checkbox"/> Washroom area includes a mirror at child's eye level</li> <li><input type="checkbox"/> Current Regional Public Health diapering routine is posted</li> <li><input type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture symbol schedule depicting diapering routine is visually accessible at child's eye level</li> <li><input type="checkbox"/> Child-size sink is accessible in the washroom</li> <li><input type="checkbox"/> Diapering is viewed as an opportunity to encourage self-help skills.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <p><b>14. Meals and/or Snack Time</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Food is used as a reward or punishment</li> <li><input type="checkbox"/> Young infants' bottles are propped up when they are being fed</li> <li><input type="checkbox"/> Space and equipment for minor food preparation is not located in the room</li> <li><input type="checkbox"/> No conversations and/or interactions occur during meals and/or snack times</li> <li><input type="checkbox"/> Individual children's needs are not met during meal times</li> <li><input type="checkbox"/> Utensils and dishes are not available to support individual feeding needs and are not adapted as required</li> <li><input type="checkbox"/> Children do not sit in small groups</li> <li><input type="checkbox"/> Equipment required for seating is not appropriate for the size, ability and developmental level of the children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Food is always served on dishes or napkins</li> <li><input type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation</li> <li><input type="checkbox"/> Water and refrigeration is available in the room</li> <li><input type="checkbox"/> Adult seating is accessible</li> <li><input type="checkbox"/> Staff serve food while sitting with children during mealtimes.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Food preparation area in the room is not used for other uses</li> <li><input type="checkbox"/> Staff use meal and/or snack times as opportunities for enhanced language learning.</li> </ul> | <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>5</b></p> |

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| <b>15. Cribs and Bedding</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra bedding is not available</li> <li><input type="checkbox"/> Cribs in poor condition</li> <li><input type="checkbox"/> Cribs are not designated</li> <li><input type="checkbox"/> Sheets are not changed once a week, or sooner if needed.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Mattresses are disinfected weekly</li> <li><input type="checkbox"/> Areas above cribs are free of storage</li> <li><input type="checkbox"/> Cribs are not used for storage</li> <li><input type="checkbox"/> Sleeping area is monitored.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Brief description of how each child goes to sleep is accessible</li> <li><input type="checkbox"/> Resting environment includes soft music and dimmed lighting.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <p><b>16. Health &amp; Safety and Toys &amp; Play Equipment Washing</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Furniture is not sturdy and safe to pull up on</li> <li><input type="checkbox"/> First aid kit is not available in the room</li> </ul> <p>All areas of the room are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not maintained in a hygienic condition</li> <li><input type="checkbox"/> Not kept in a state of good repair</li> <li><input type="checkbox"/> No schedule for toy washing</li> <li><input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff</li> <li><input type="checkbox"/> Health-related resources are accessible to families</li> <li><input type="checkbox"/> All areas in the room are safe</li> <li><input type="checkbox"/> Toys and play equipment are washed as they become soiled.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety-related resources are accessible to families</li> <li><input type="radio"/> Transitional toys used prior to meal and/or snack times are washed after each use</li> <li><input type="checkbox"/> Safety/health resources are accessible to families in their preferred language.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <p><b>17. Staff and Children's Hand Hygiene</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Insufficient supplies are accessible to ensure hand washing is conducted in a hygienic manner</li> <li><input type="checkbox"/> Current Regional Public Health hand-washing procedures are not posted</li> <li><input type="checkbox"/> Current Regional Public Health hand-washing procedures are not followed</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Current Regional Public Health hand sanitizing procedures are posted</li> <li><input type="checkbox"/> Evidence Supervisor reviews hand-washing expectations with staff.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A sink is accessible in the room</li> <li><input type="checkbox"/> Real photographs are used for visual hand-washing procedure.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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| <p><b>18. Transitions and Attendance Verification</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff do not prepare children prior to transitions</li> <li><input type="checkbox"/> Children's arrival and departure times are not always recorded on the main attendance record</li> <li><input type="checkbox"/> Staff are not the recorders of the children's arrival and departure times</li> <li><input type="checkbox"/> Extended waiting during transitions</li> <li><input type="checkbox"/> Positive interactions do not occur between staff and children during transitions.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrival and departure times are completed in pen</li> <li><input type="checkbox"/> Transitions are conducted in a smooth and seamless manner</li> <li><input type="radio"/> Portable attendance travels with each group</li> <li><input type="checkbox"/> Attendance is verbally verified after staff transitions</li> <li><input type="radio"/> Small groups of children who have left the room are reflected on the main attendance record.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Written verification of attendance after each group transition</li> <li><input type="checkbox"/> Transition play materials are available.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

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|---------------------------------------|---|---|--|---|
|                                       | 1 or 2  | 3   | 4 or 5   |   |
| <p><b>19. Positive Atmosphere</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff shout at children</b></li> <li><input type="checkbox"/> Staff repeatedly do not model appropriate positive social behaviour</li> <li><input type="checkbox"/> Staff are repeatedly not welcoming</li> <li><input type="checkbox"/> Staff are impatient.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff direct positive attention to all children</li> <li><input type="checkbox"/> Staff maintain a positive tone of voice.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff model positive non-verbal communication skills</li> <li><input type="checkbox"/> Staff display empathy</li> <li><input type="checkbox"/> Staff use teachable moments to further develop positive social behaviours.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

# Assessment|Infant

|   | Does Not Meet Expectations  | Meets Expectations  | Exceeds Expectations   | Score   |
|---|---|---|--|---|
|   | 1 or 2  | 3   | 4 or 5   |   |
| <p><b>20. Supervision of Children</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff unaware of the number of children in the room</li> <li><input type="checkbox"/> Staff unaware of the location of the children</li> <li><input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions</li> <li><input type="checkbox"/> Staff repeatedly position themselves with their back to the children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff anticipate situations to support children's interactions and activities</li> <li><input type="checkbox"/> Staff work as a team to position themselves so all children are supervised</li> <li><input type="checkbox"/> Staff scan the room at all times.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervision is conducted in a non-disruptive manner</li> <li><input type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision</li> <li><input type="checkbox"/> Staff communicate with each other about the location of children.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

# Assessment|Infant

|   | Does Not Meet Expectations  | Meets Expectations  | Exceeds Expectations   | Score    |
|---|---|---|--|----------|
|   | 1 or 2  | 3   | 4 or 5   |          |
| <b>21. Foster Children's Independence</b> | <input type="checkbox"/> Staff repeatedly do not encourage developmentally-appropriate self-help skills | <input type="checkbox"/> Children are provided with choices             | <input type="checkbox"/> Children are provided with choices within their interests | <b>1</b> |
|   | <input type="checkbox"/> Staff repeatedly do not allow children to make their own decisions             | <input type="checkbox"/> Staff consistently follow the children's cues. | <input type="checkbox"/> Staff respond to children's interests.                    | <b>2</b> |
|   | <input type="checkbox"/> Staff repeatedly do not provide time for children to complete tasks.           |   |  | <b>3</b> |
|   |   |   |  | <b>4</b> |
|   |   |   |  | <b>5</b> |

# Assessment|Infant

|   | Does Not Meet Expectations  | Meets Expectations   | Exceeds Expectations   | Score   |
|---|---|--|--|---|
|   | 1 or 2  | 3  | 4 or 5   |   |
| <p><b>22. Supporting the Development of Self-Esteem</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff do not demonstrate inclusive practice</b></li> <li><input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully</li> <li><input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff role-model how to accomplish tasks</li> <li><input type="checkbox"/> Staff address children by their real name.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff assist children to process their own emotions</li> <li><input type="checkbox"/> Staff encourage children to identify the emotions of others</li> <li><input type="checkbox"/> Staff focus encouragement on how the tasks are completed.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

# Assessment|Infant

|                               | Does Not Meet Expectations  | Meets Expectations  | Exceeds Expectations  | Score   |
|-------------------------------|---|---|---|---|
|                               | 1 or 2  | 3   | 4 or 5  |   |
| <b>23. Behaviour Guidance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are physically abrupt with children</li> <li><input type="checkbox"/> Staff repeatedly do not reinforce positive behaviour</li> <li><input type="checkbox"/> Staff repeatedly do not use developmentally-appropriate redirection strategies.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff use appropriate behaviour guidance strategies</li> <li><input type="checkbox"/> Staff model turn taking/sharing.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff adapt expectations based on the individual needs of the children</li> <li><input type="checkbox"/> Staff respond to all children involved in an incident, to resolve the issue in a calm manner.</li> </ul> | <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> |

# Assessment|Infant

|   | Does Not Meet Expectations  | Meets Expectations  | Exceeds Expectations  | Score    |
|---|---|---|---|----------|
|   | 1 or 2  | 3   | 4 or 5  |          |
| <b>24. Supporting Communication and Extending Children's Learning</b> | <input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions | <input type="checkbox"/> Staff support children to follow through with strategies | <input type="checkbox"/> Staff extend verbal/non-verbal interactions with materials | <b>1</b> |
|   | <input type="checkbox"/> Staff repeatedly solve the children's problems immediately                   | <input type="checkbox"/> Staff are observed participating in play with children   | <input type="checkbox"/> Staff extend children's vocabulary.                        | <b>2</b> |
|   | <input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge.           | <input type="checkbox"/> Staff support the children's learning.                   |   | <b>3</b> |
|   |   |   |   | <b>4</b> |
|   |   |   |   | <b>5</b> |