Toddler
Operating Criteria
Embracing Quality in Child Care and Early Learning

Durham Region Operating Criteria (DROC), Embracing Quality in Child Care and Early Learning
Early Learning and Care Assessment for Quality Improvement 2016 (AQI)

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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 and self-regulation as well as helping to minimize negative behaviours. The Visual and Daily Schedules should be accurate and allow for flexibility. Regular use of the Visual Schedule with the children promotes independence and positive transitions.

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

Reflective Question: Is the Visual Schedule developmentally appropriate and easy for the children to read? How much of the day is spent in transitions? How flexble 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
Daily Schedule is not posted There is no Daily Schedule posted within the room environment accessible to the parents and staff. **Daily Schedule does not balance between structure and flexibility** The Daily Schedule does not allow for opportunities to provide structure and flexibility. **Visual Schedule is not accessible** The Visual Schedule is not accessible to the children.	**Daily Schedule is posted that indicates time is planned for:** The Daily Schedule covers the full hours of operation of the room and indicates that time is planned for ALL of the following activities: **Outdoor play** **Indoor play** **Child and Staff initiated learning experiences** **Time to meet children's physical needs** **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.	**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. **Daily Schedule is seasonally adjusted** Evidence the Daily Schedule is changed to reflect the seasons. For example, the posted Daily Schedule is labeled with the current season. **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. **Daily Visual Schedule is referred to** The Visual Schedule is referred to with individual and/or groups of children. Staff and/or children refer to a Visual Schedule and it is used as a teaching tool for children who are learning the daily routines. For example, using the Daily Visual Schedule to support transitions, or using a pictoral schedule to support learning of toileting routine.

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2. Program Plan

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

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

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

Program Plan: describes the specific learning experiences planned for children or documented by the end of day in each curriculum area. It is different from a Schedule in that it includes details of each learning experience. The program plan is unique to each individual centre/agency/program and reflects their curriculum model and philosophy.
The best practice is to ensure each program has a program plan that is reflective of the children enrolled in their particular program, whether indoor or outdoor program plans.
Posted: the Program Plan is posted in a place that is accessible to parents in the room or at the entrance to the room.

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
A current program plan is not posted There is no current Program Plan posted in a place accessible to parents. **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. **Each room does not have its own program plan** For example, there are two toddler rooms and they share one Program Plan.	**The following learning areas are planned and/or documented:** **One sensory daily** **One art daily** **One cognitive daily** **One language and literacy daily** **One science and nature weekly** **One block weekly** **One music and movement weekly** **One pretend play weekly** **Current program plan includes descriptions of the learning opportunities** A description of the learning opportunities for each learning area being planned and/or documented for each learning area needs to be reflected on the Program Plan. At least one learning experience needs to relate to the learning opportunity.	**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. **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

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	This can be accomplished in the following ways: ▪ 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 Note: if only referencing the number, the Continuum of Development must be posted beside the program plan for reference. **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. **External agencies/professionals attend meetings to plan appropriately for children with individual support needs** xternal professionals and/or specialists provide support and share suggestions on how staff can support the needs of individual children and/or programs. **Children who do not nap or who wake early are provided with play materials which are documented** Play materials are documented. For example, on the Program Plan, through a separate posting next to the Program Plan.	**Information is accessible to parents regarding curriculum model** Information is accessible for parents regarding the centre's curriculum model. This information may be found on the parent board or in the parent handbook.

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

This indicator reflects the implementation of learning experiences from the Program Plan.
Developmentally-Appropriate: meets the individual physical, social, emotional and intellectual development of a child.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Learning experiences offered are not developmentally-appropriate Learning experiences offered are are either too advanced or do not present enough challenge for the children enrolled. **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. **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.	**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. **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. **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.	**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 the recipe for the weekly cooking activity are made accessible to families. Copies provided directly to the families are considered accessible. When families have to ask for copies it is considered available. **Portfolios regarding each child's development are accessible to families** Staff compile portfolios that document the child's developmental progress. For example, portfolios may include two or more of the following items: developmental reviews, art work, photographs. **Enrichment program, in addition to regular program, is included monthly** Edvidence is shown that the program incorporates enrichment programming which goes above and beyond the regular program. A staff or parent within the centre can offer the enrichment program which may also be extended to other program rooms. For example, monthly music teacher, yoga instruction, creative movement instruction, a children's workshop.

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
The play environment is not arranged into learning areas that are open and accessible throughout the day. All learning areas are not open during free play and planned program time. Learning areas provide space for: Sensory/Art, Language/Listening, Dramatic, Construction/Block and Cognitive/Manipulative.	**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. **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 figures reflecting 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.	**Time is scheduled daily for staff to prepare materials in advance of learning experiences** Staff have time scheduled daily to prepare materials in advance. For example, time when a staff is off program to prepare materials in advance and/or set up the environment is documented. The staff would not be counted in ratios.

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4. Displays

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

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

Reflective Questions: Do the displays strengthen and give meaning to the program? Are the displays arranged to support the children to feel a sense of belonging? Are all displays inclusive and free of bias?

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
Less than two displays include cultures/races Less than two displays. May include images of people from different races or cultures, international flags, language displays. **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. **Less than three displays include children's own artwork as well as adult-made and/or commercial materials** The room does have three displays that include children's artwork and adult-made/commercial materials. **Displays are not:** **Reflective of children's recent activities** Less than three children's displays reflect recent activities. For example, artwork from the previous month. Artwork older than two months is not considered recent.	**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. **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 asssitve devices. **Displays promote inclusion in daily living** Displays in the room include images of diverse people as well as people with varying disabilities doing typical things.	**Two or more displays are in more than one language** Displays in the room include different languages. 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. **Two or more displays include family structures** Two or more photos ~~may~~ include images of at least two different family structures. For example, extended families, same sex families. **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.

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Developmentally-appropriate Displays do not include pictures that are developmentally-appropriate for young children. **Culturally-appropriate and free of bias** Displays are not culturally-appropriate and may include posters and pictures of children and adults from around the world. Displays are not free of bias. For example, people are shown in just their national dress. **Displays are not at child's eye level, as much as possible** Displays are not posted at children's eye level. For example, on furniture in the room or on the wall. **Displays are arranged in a segregated manner** Displays are not placed in an inclusive manner or displayed throughout the environment. For example, all disability displays are grouped together.		

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5. Sensory, Science & Nature

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

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

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

Sensory Activities: planned opportunities referring to one or more of the five senses: taste, sight, touch, smell and hearing.
Science & Nature may include:
- bottles filled with coloured water and oil
- magnifying glass
- coloured lens
- Volcanoes
- Tornando bottles

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No materials for science and nature learning experiences There are no materials available in the room for science and nature learning experiences. **No materials for sensory learning experiences** There are no materials available in the room for sensory learning experiences. **Sensory opportunities are not available throughout the day** Sensory learning experiences are not made available throughout the day for children to participate.	**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. **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 and magnets. **Opportunities to experience natural objects and/or events** Staff offer opportunities that incorporate natural objects that are developmentally appropriate. For example, snow, plants, honeycombs, nests, shells, gourds.	**Two or more planned and/or documented sensory learning experiences occur daily** Two or more sensory learning experiences are planned daily. **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. **Two or more science and nature learning experiences planned and/or documented weekly** Two or more science and nature learning experiences are planned and/or documented weekly. **Science and nature learning experiences planned and/or documented daily** One science and nature learning experience planned and/or documented daily.

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6. Art

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

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

Reflective Questions: Are the art materials accessible in an responsive and inclusive manner? Do the children have the ability to manipulate the materials as they see fit? Do the materials inspire the children to be engaged? Are the materials open-ended and allow for the children to express themselves as they see fit?

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

Note: Materials should not pose chocking hazards and toxic materials. Children's allergies should be considered when choosing materials.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No equipment for art learning experiences There is no equipment available in the room for art learning experiences. For example, easel, paint brushes. **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. **Art opportunities not available throughout the day** Art experiences are not made available throughout the day for children to participate in.	**Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use** Drawing tools, fabric, collage and modeling materials are in good condition and on open shelves so that the children can. access them independently **Three or more art materials include diverse skin tones** There are three or more are materials available that include four or more different skin tones. For example, drawing tools, paint, and paper.	**Two or more art learning experiences planned and/or documented daily** Two or more art learning experiences are planned and/or documented daily. **Three or more art mediums are used in planned and/or documented learning experiences** Three or more of the planned and/or documented daily art learning experiences reflect the use of different art mediums For example, paint and sponges, glue and collage materials, paper and crayons.

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7. 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.

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

Developmentally-Appropriate Books: books written at the developmental level of the children enrolled in the room.
Book Accessories: puppets, flannel board and flannel pieces, finger puppets, stuffed animals, magnetic boards and pieces, play characters/ figurines
Language and Literacy Activities: 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
Books are not accessible for independent use Books are not accessible for the children to use. Books are kept out of reach of children or for display only. **Books for rotation are not available** Additional books are not available for rotation. The rotational books can be shared within the centre. **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. **Staff do not verbally label objects and actions** Staff do not label objects or actions to children. For example, if a child points to a book, the staff responds by saying "book." **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.	**Two or more developmentally- appropriate books for each child enrolled are accessible** Two or more 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. **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. **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. **Two or more book accessories are accessible in the room** There are two or more book accessories to the children. For example, puppets, a flannel board with flannel pieces in the room for children to use in combination with books to extend their play, musical instruments.	**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 include: 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. **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 asssitve devices The books are inclusive and bias-free. **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.

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Less than two language and literacy toys or puzzles are accessible Less than two language and literacy materials accessible to children. For example, puzzles, matching games, books. **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.	**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. **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 asssitve devices The books are inclusive and bias-free.	**Books are incorporated into three or more other learning areas** Books are placed in three or more other areas of the room. For example, the science, art, and drama areas have books related to the learning areas. These books are used to extend and enhance children's learning and relate to the area.

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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 acess the instruments freely? Are the materials and accessories inclusive and responsive for all children in care? Are the props that are used during the musical experience open-ended and flexible to meet the interests and abilities of the children?

Music: While children play, staff sing or play recorded music.. Music needs to be played in a meaningful manner that benefits the learning opportunities and experiences during the day for example during transitions, tidy up time, children wanting to dance, rest time.
Recorded Music: . for example, classical, jazz, blues, children's music, calypso.
Accessories: musical instruments, CDs/books, puppets, scarves, ribbons, shakers, microphones

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Music is not appropriate for the age group Music and/or lyrics are not appropriate for the age of the children in the room. **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. **Audio playlists are not available** Where applicable, audio playlists are not made available if requested. This refers to MP3 players, iPads, iPhones, iPods, tablets **(Sub-item potentially not applicable)** **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 woking batteries or are missing pieces. **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.	**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. **Three or more different types of musical instruments are accessible to children** Three or more types of musical instruments. For example, tambourine, piano and cymbals which children can use independently during free play.	**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. **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. **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.

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

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No planned and/or documented physical play learning experiences There is no current outdoor plan posted or there is no physical play learning experience indicated on the Program Plan for the week. **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. **No designated safe space for indoor physical play** 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.	**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. **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.	**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. **Two or more types of gross motor equipment are accessible to children in the room** Two or more different types of gross motor equipment are accessible within the room environment during free play and planned learning experiences. For example, a tunnel for crawling through, balls, a shopping cart or baby stroller, ride on toys, stepping stones/pads.

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10. Cognitive & Manipulative and Blocks & Construction

Intent: Children should have access to an ample selection of props and blocks, with which they can build, create and explore concepts. This may include, but 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. 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.

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 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? Are the toys and play materials open-ended and flexible to encourage children to adapt them to meet their individual needs? Does the accessibility of the toys and play materials encourage children to be independent within their play?

Block/Construction Materials: different sizes of building blocks, Duplo.
Blocks/Construction Accessories: race tracks, cars, play people, farmhouse and animals.
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.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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. **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. **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. **Materials are not available for rotation** Cognitive/manipulative and blocks/construction materials are not available for rotation.	**Three or more different types of developmentally-appropriate 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. **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. **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. **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,puzzles, nesting cups, pegs/peg board, shape sorters, lacing shapes/beads, pop-up toys.	**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, magnets, puzzles. **One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts** For example sorting games, bead counters, matching games, counting activities **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. **Two or more block and construction learning experiences are planned and/or documented weekly** Two or more block and construction learning experiences planned and/or documented weekly.

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11. Pretend Play

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

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

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

Pretend Play Accessories: dress up clothes, puppets, toy appliances, furniture such as a stove, table/chairs, dishes, washer/dryer, workbench.
Kits/Prop Boxes: bins filled with materials and toys for a specific focus. For example, the bin may include rollers, paint brushes, smocks, when the focus is "house painting."

Note: It is not appropriate to use real medication bottles, empty cleaning products bottles, 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
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. **Accessories and equipment are in poor condition** Some accessories for pretend play are broken, missing pieces or frayed. **Accessories and equipment are not developmentally-appropriate** Pretend play accessories are not developmentally-appropriate for the children enrolled in the program.	**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. **Mirror is accessible in the pretend play area** A mirror at children's eye level is accessible directly in the pretend play area. Mirrors should always be free of obstruction and in good repair. **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.	**Three or more accessories are culturally diverse** Three or more types of dramatic play accessories and/or equipment eflective 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 . **Child's full body-length mirror is accessible in the room** A child's full body length mirror is accessible within the room environment that is at the child's level. Mirrors should always be free of obstruction and in good repair and must allow the child to see their full body.

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	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.	

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12. Routine Care Practices

Intent: Staff follow the individual cues of the children, and are aware that children adapt to situations and environments in an individual manner. 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 schedule 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 provding 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 18 months and older, it is acceptable to have a schedule by age grouping, for example, 18mths-24mths and 25mths-30mths. 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 a minimum every four months and needs to be available somewhere in the room. Examples of an individual schedule for a younger group of toddlers may include them starting lunch at an earlier time, whereas an older group of toddlers may be toilet training and need to have a more frequent washroom routine. If toddlers are transitioning to the preschool room, they may need to follow a schedule that allows them to visit that room for a longer period of time over a week.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Daily information chart is not completed for each child An information chart is not completed for each child or is missing information. **Daily information chart is not reviewed with parent/guardian** Staff do not discuss the information on the daily information charts with parents/guardians.	**Evidence of documentation of 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	**Daily information chart is available to be taken home** The daily information chart is available to parents/guardians to take home. The daily information chart should be available to parents 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, in order to exceed expectations. **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 a minimum every four months.

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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. **Staff repeatedly do not follow 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.	**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, staff recognize when a child needs to use the washroom, is tired and needs to sleep.	**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.

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13. Toileting and 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 if followed correctly, they help to ensure that staff maintain healthy and sanitary environments. All accessories and bathroom fixtures are in good condition. The toileting and diapering routines should be viewed as positive learning opportunities.

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

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

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

Diapering and/or Toileting Procedures: posted or taken by staff. For example, a portable clipboard when they are diapering/toileting children in a shared washroom.
Toilet and Diapering Supplies: includes hand soap, toilet paper, paper towel, diapers, pull ups, change table, baby powder, etc.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
No change table There is no change table or counter. **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. **Children are not given notice of upcoming diaper change** Staff does not prepare children for diaper changes. For example, if a child is engaged in an activity, the child is not provided notice. **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 the sink. **Separate covered garbage is not being used for sanitary disposal of soiled diapers** 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.	**Current Regional Public Health toileting routine is posted** Regional Public Health toileting procedures are posted or taken by staff into the washroom and diapering area. **Current Regional Public Health diapering routine is posted** Regional Public Health diapering procedures are posted or taken by staff into the washroom and diapering area. **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)** **Posted procedures for toileting/potty and diapering are followed by staff** During observation of a toileting/diapering routine, staff always follows the posted procedures. **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. **Toileting and diapering is viewed as an opportunity to interact with children** Staff engage in meaningful conversations with children during toileting and diapering routines other than when they instruct or provide direction to children.	**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. **Toileting and 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, flushing the toilet. **Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level.** A visual depiction of the toileting routine is posted in the washroom at children's eye level in a place where children can see it while being changed on the diaper table or using the toilet. For example, directly in front or on the side wall of the toilet or 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.**

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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. Age-appropriate eating utensils, dishes and developmentally-appropriate furnishings are available in the room. To ensure smooth transitions before, during and after meals and snacks, have staff thought of the following ideas: is the timing working for the children; to minimize being up from the table are staff sitting in the right spot to best support all children; are the individual needs of the children being met?

Reflective Questions: Are conversations occurring during meal and/or snack times? Do the children have the skills to serve items independently? Do the children have an interest in the food that they are eating? Are the dishes and utensils developmentally appropriate? How are educators engaged with children during snack and/or meals? Are educators engaged and developing relationships with all of the children during the meal time? Are meals and/or snack times seen as an opportunity to instill positive life long learning foundations for children?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Individual children's needs are not met during meal and/or snack 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. **Children do not sit in small groups** During meals and snacks, children do not eat seated in small groups, based on staff to child ratios. Small group ratio for toddlers is 1:5 **No conversations and/or interactions occur during meal and/or snack times** Less than two adult to child conversations and/or interactions occur between children and adults during meal and/or snack times, excluding when staff instruct or provide direction to children **Food is not served on dishes or napkins** Food is not served on dishes or napkins/paper towels, and is placed directly on a table, trolley or shelf. Napkins/paper towels are used for dry foods only. **Food is used as a reward or punishment** Food is used to reward, to acknowledge performance, to punish, or to control children's behaviour.	**Meal and/or snack times are viewed as a time for socialization and conversation** During observation of at least one meal or snack, staff engage in meaningful conversations with children to extend learning. For example, teach children fine motor, self-feeding skills; talk about the texture, temperature, and taste of different foods. **Equipment required for seating is appropriate for the size, ability and developmental level of the children** Chairs and tables are child-sized. Where required to meet the needs of individual children, furniture has been adapted. For example, tables are wheelchair accessible, adaptive equipment is used where necessary. **Adult seating is accessible** Seating can be adapted for adult use. **Staff serve food while sitting with children during meal and/or snack times** Staff sit with children while they are serving any food..Unless the staff is supporting a child through hand over hand, staff should be seated with the children and enagegd in conversation. For example, preparing some food ahead of time and serving food from the table.	**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. **Staff use meal and/or snack times as opportunities for enhanced language learning** Staff engage children in conversation above and beyond instructional talk. Conversations are unhurried and the meal time is calm. **Children are encouraged to serve themselves** Staff provide opportunities for children to serve themselves. For example, children help themselves to sandwiches, fruit and vegetables. Milk can be poured into small jugs such as a creamer so that a small amount can be poured by the child. Children should be serving themselves two or more items. It is acceptable for the staff to assist using hand over hand help as needed.

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15. Cots 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 the top of shelves when placing cots at sleep time, to prevent any accidents or injuries.

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

Cots: All children should have the opportunity to rest in a cot.
Bedding: All cots must have a sheet provided by the centre. A blanket/sheet to cover children who want to use one may be provided either by the centre or parents.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Extra bedding is not available Sheets provided by the centre are not available for all the cots. Extra sheets are not available if they need to be changed. **Cots in poor condition** Cots are visibly dirty, ripped or broken. **Cot set-up interferes with the program** Cot set up interferes with children engaging in activities or impedes them from accessing materials from shelves. For example, tripping hazards observed, cots are propped against furniture or walls	**Sheets are changed once a week, or sooner if needed** Sheets are changed at least once a week or sooner if needed. For example, when a child wets the cot. **Cots are disinfected weekly** Cots are disinfected at least once a week. **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. **Cots are designated** Cots are assigned to a particular child and are clearly labeled with the child's name. When mats are used and stored in bags, the bags need to be clearly labeled to ensure they are used for the same child each time.	**Areas above cots are free of storage** Areas around cots are free from hazards. For example, toys on shelves do not pose a risk of falling on a child. **Cots are not used for storage** Cots are not used to store toys, equipment or personal items.

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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 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? 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 an environment that is free of hazards? What percautions been taken into consideration to promote the well-being of each child within this program?

Hazards: anything that is potentially dangerous to children 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, and 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. Toddler toys are washed weekly.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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.	**Health-related resources are accessible to families** Staff provide resources to families on health-related topics. For example head lice information, illness prevention.	**Safety-related resources are accessible to families** Staff provide resources to families on safety-related topics. For example recalled toys, developmentally-appropriate toys.
No schedule for toy washing There is no schedule for toy washing.	**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.	**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)**
Playground toys are not washed a minimum of two times a year There is no evidence that playground equipment is washed a minimum of twice a year.	**All areas are safe** Materials are organized in a way that they will not fall on children. Children do not have access to toxic art materials. For example, bingo dabbers, permanent markers.	**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.
First aid kit is not available in the room There is no 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.		

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
All areas are 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. **All areas are 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. **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.	**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 appropriatiate time. **Floor space with suitable floor coverings is available** **Safe storage space available for equipment/toys and materials**	

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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.

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
Current Regional Public Health hand-washing procedures are not posted Hand washing procedures are not posted. **Current Regional Public Health hand-washing procedures are not followed** Posted hand washing procedures are not followed. For example, staff and/or children miss a step in the process. **Sufficient supplies are not 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.	**Current Regional Public Health hand-sanitizing procedures are posted** Sanitizing procedures are posted. **(Sub-item potentially not applicable)** **Evidence supervisor reviews hand hygiene 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.	**A sink is accessible in the room** Staff and/or children have access to a sink for hand washing directly in the room. **Child-sized sink is accessible in the room** Children have access to a child-sized sink directly in the room. It is acceptable to use a one-step step stool. **Real photographs are used for visual hand-washing procedure** All sinks used by the children include real photos outlining the proper handwashing procedure as per Regional Public Health.

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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. Pleasant interactions during transitions reflect a positive learning environment. Props and visuals are used to help facilitate smooth transitions. Small group transitions ensure children are not waiting for extended periods which may lead to unwanted behaviours.
Staff are aware **at all times** the number and names of children that are in their care. Documentation on the Main Attendance Record is to accurately reflect the location of all children in care throughout the day. It is the responsibility of the staff to ensure all arrival and departure times are accurately documented on the main attendance 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 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 five toddlers. Exceptions to small group transitions may include safety considerations such as environmental conditions.
Main Attendance Record: a method of recording and verifying children's daily arrival and departure times. The Main Attendance Record must always accompany the whole group. 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 Record promptly upon arrival and departure.
Portable attendance: A record of attendance that accompanies a small group of children when they are in a different room. For example, going to the gym.

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff are not the recorders of the children's arrival and departure times Staff do not record the children's arrival and departure times to ensure all children are always signed in and out. **Children's arrival and departure times are not recorded on the Main Attendance Record** The Main Attendance Record does not show that all children's arrival and departure times are recorded. A review of previous attendance records shows that not all children in attendance were signed in and out. **Positive interactions do not occur between staff and children during transitions** Staff do not support and encourage children during transitions, which may include, but is not exclusive to, using positive gestures and language.	**Arrival and departure times are completed in pen** Arrival and departure times are always recorded using a pen. **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 for the next activity. Children are transitioned in small groups. **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.	**Written verification of attendance after each staff change** Written verification confirms staff check children's attendance after each staff change or transition that requires them to leave the room. For example, staff indicate number of children present, the time of verification and their initials when a staff starts their shift, goes on break or returns from lunch. This does not include random head counts unless it is identified as a staff change or transition. **Transition play materials are available** Play materials are available for children to support the transition process. Transition play materials are specifically used for transitions, such as a small basket of toys, books, puppets.

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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. **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.	**Portable attendance travels with each group** When staff leave the room with a small group of children, they take a portable attendance that accurately lists the names of the children who they have taken from the main group. The portable attendance should accurately account for the children that have left the main group for small group experiences. 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)** **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)**	

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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 rom 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
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.** **Staff use sarcasm, mocking or harsh words** **Any staff is observed using sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning.** **Staff are repeatedly not welcoming** Any staff is observed being rude to individuals in the room. No one is greeted in a hospitable manner. **Staff repeatedly do not model appropriate positive social behaviour** Any 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, speaking in a respectful manner to others or reinforcing positive social interactions.	**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 **Staff are patient** All staff are observed behaving in a calm manner. Staff remain even-tempered and composed during all situations. **Staff direct positive attention to all children** All staff are observed speaking and interacting with children in a positive and supportive manner.	**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 a toddler. **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 self-regulation in toddlers. **Staff display empathy** All staff display understanding and support towards individuals feelings.

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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.

Reflective Questions:Are staff aware of all children in the room? Are staff postioning themselves to be able to scan the whole environment? Are staff verbally communicationg with co workers? What barriers may be in the environment to support effective supervision?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Staff unaware of the number of children in the room **Staff are unaware of which children are present or who has left the room.** **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.** **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. **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.	**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. **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. **Staff scan the room at all times** All staff are observed scanning the room to ensure the safety of the children.	**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." **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. **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.

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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 fiuture? 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
Staff repeatedly do not provide time for children to complete tasks Any staff are not observed allowing children the time to complete tasks and activities. Children are rushed through any routines, and are not allowed to complete activities at their own pace. **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 the leave the small group activity. **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 is expected to dress themselves.	**Children are provided with choices** All staff provide appropriate choices for the children. For example, the choice of activities, the sequence of tasks. **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.	**Children are provided with choices within their interests** All staff are observed providing children the choice of activities or tasks based on their interests. **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 that 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. **Staff create opportunities for enhancing self-help skills through play** All staff are observed creating opportunities within the room environment to enhance the children's self-help skills through play. For example, staff providing a push walker for non-walking infants, or dress-up for toddlers that would enable them to practice putting on and taking off shoes.

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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 – regulaltion strategies?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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.** **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. **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. **Staff repeatedly do not focus encouragement on how the tasks are completed** Any staff are not observed showing support and encouragement to the children as they complete tasks and how they complete the tasks.	**Staff demonstrate encouragement** All staff encourage the children or show support for the children. **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. **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.	**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. **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.

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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 behavior is not appropriate? Are the children using their behavior as a way of seeking attention? ? How do staff encourage all children to develop their ability to self – regulate and express themselves?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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. **Staff repeatedly do not explain consequences in a calm manner** Any staff are observed explaining consequences in an abrupt, harsh manner. For example, speaking to a child in an angry tone regarding grabbing a child. **Staff repeatedly do not reinforce positive behaviour** Any staff are observed not reinforcing positive behaviours in the children. Staff do not acknowledge and support the positive behaviours exhibited by the children. **Staff repeatedly do not follow through with strategies** Staff are repeatedly observed not following through with developmentally appropriate strategies. For example, staff tells a child to stop climbing on the table, but does not stay with the children to support this strategy.	**Staff use appropriate behaviour guidance strategies** All staff are observed using appropriate behaviour guidance strategies. **Staff use developmentally-appropriate re-direction strategies** All staff are observed using developmentally appropriate re-direction strategies. For example, staff who re-direct a toddler who is taking dolls from other children; the staff explains why they can not take and provides an alternative doll.	**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. **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. **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.

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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.

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 indivudal 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
Staff repeatedly solve the children's problems immediately Staff are observed solving the children problems. **Staff repeatedly miss opportunities to build children's knowledge** Staff are repeatedly observed ignoring opportunities to extend children's learning. **Staff repeatedly do not support children to follow through with strategies** Staff are not observed working with children through a problem, breaking solutions into small steps and supporting the children throughout the process.	**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. **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 **Staff are observed participating in play with children** All staff are observed actively participating in the activities with children.	**Staff recall past experiences to extend current learning opportunities** All staff are observed recalling past activities or experiences and linking them to new learning opportunities. For example, singing Old MacDonald and then talking about the petting zoo that recently came to the centre. **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.