



# FAMILY CHILD CARE PROGRAM ASSESSMENT

**ALL MATERIALS MUST BE ACCESSIBLE TO THE CHILDREN DAILY TO RECEIVE FULL COMPLIANCE.**

Name of Provider: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_  
 Address: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Research Based Curriculum: \_\_\_\_\_  
 # of Children Present:    Infant \_\_\_\_\_ Toddler \_\_\_\_\_ 2 Yr Old \_\_\_\_\_ Preschool \_\_\_\_\_ School-age \_\_\_\_\_

**30 possible**

Provider/child interaction encourages COMMUNICATION with children throughout the day's activities in a warm and positive environment.

--SELECT ONE-- The provider expresses respect for and affection toward children by smiling and speaking to children at their eye level throughout the day.

COMMENT:

--SELECT ONE-- The provider engages in meaningful conversation with the child when diapering which could include: talking about clothing names, body parts, what they see, etc.

COMMENT:

--SELECT ONE-- One-to-one provider/child interaction occurs during the day through open-ended questions and reflection on what the child said. Examples of open-ended questions observed:

COMMENT:

--SELECT ONE-- The provider speaks in sentences using actual names of objects.

COMMENT:

--SELECT ONE-- Children are encouraged to talk to each other and exchange ideas.

COMMENT:

**30 possible**

Provider encourages DEVELOPMENT of children throughout the day's activities in a warm and positive environment.

--SELECT ONE-- The provider acknowledges children's attempts to communicate and follows through appropriately.

COMMENT:

--SELECT ONE-- The provider facilitates play activities while moving around the room interacting with children.

COMMENT:

--SELECT ONE-- While infants and toddlers are awake, provider talks with, holds, smiles at and plays with them.

COMMENT:

--SELECT ONE-- Children are encouraged by the provider to solve problems, initiate activities, explore, experiment and learn by doing.

COMMENT:

--SELECT ONE-- Children with disabilities are included in the group and in most activities.

COMMENT:

**24 possible**

The provider uses positive techniques in GUIDING THE CHILDREN'S BEHAVIOR.

--SELECT ONE-- The provider consistently uses positive encouragement, appropriate redirection and the practice of age appropriate social skills.

COMMENT:

--SELECT ONE-- The provider plans ahead to help prevent potential problems by evaluating the environment and daily schedule.

COMMENT:

--SELECT ONE-- The provider demonstrates an understanding of child development and is realistic in their expectations of children's behavior.

COMMENT:

--SELECT ONE-- All guidance and discipline is age appropriate and positive.

COMMENT:

**30 possible**

The provider teaches and models appropriate CHARACTER DEVELOPMENT.

--SELECT ONE-- The provider encourages positive social behaviors in children and helps children to understand their feelings and those of others.

COMMENT:

--SELECT ONE-- The provider models positive social interaction with children, facilitating positive social behaviors. Examples could include: cooperating, helping, taking turns, sharing and talking to solve problems.

COMMENT:

--SELECT ONE-- The provider speaks positively about physical characteristics, cultural heritage and gender of the children.

COMMENT:

--SELECT ONE-- The provider is available to comfort and respond quickly to the individual needs of the children.

COMMENT:

--SELECT ONE-- The provider supports children's attempts at becoming increasingly independent by encouraging self-help skills, such as: cleaning up, dressing and using appropriate social skills while eating.

COMMENT:

**64 possible**

The FAMILY CHILD CARE HOME ENVIRONMENT promotes the interaction children with materials, other children, and adults.

--SELECT ONE-- All equipment indoors and outdoors is safe for the abilities of the children who use it.

COMMENT:

--SELECT ONE-- Special cozy area(s) offering privacy, softness, and sound absorbing materials are available away from noisy areas.

COMMENT:

--SELECT ONE-- Toys and materials (in good working order) are displayed on low open shelves within children's reach. Popular items are duplicated to avoid conflicts between children.

COMMENT:

--SELECT ONE-- Room items, equipment and shelves are labeled with pictures and words.

COMMENT:

--SELECT ONE-- Infants and toddlers are given the freedom and space to explore freely, crawl and stand.

COMMENT:

--SELECT ONE-- Older children have a place to use materials and do homework without interference from younger children.

COMMENT:

--SELECT ONE-- The arrangement of space and materials are balanced to meet the needs of the children.

COMMENT:

--SELECT ONE-- Materials and pictures reflect diverse cultures. Wall hangings should include photographs or posters of all ages, genders, and cultural heritage.

COMMENT:

**54 possible**

The DAILY ROUTINE encourages play, exploration, and learning.

--SELECT ONE-- The children's daily routine provides a balance of activities including the following: outdoor/indoor, gross/fine motor, language, science, math, art, dramatic play, music and movement.

COMMENT:

--SELECT ONE-- The daily written schedule is posted and being followed. However, the provider is flexible enough to follow the children's lead, taking advantage of those "teachable moments". The provider responds to children's cues for direction of activity.

COMMENT:

--SELECT ONE-- Written lesson plan is current, visible and followed. Activities are appropriate for the ages of children served. Learning Standards are listed.

COMMENT:

--SELECT ONE-- There is evidence that each individual child's developmental needs are being met according to their Individual schedules.

COMMENT:

--SELECT ONE-- The provider conducts smooth transitions between activities by providing advance notice of transitions and explaining what happens next.

COMMENT:

--SELECT ONE-- Children are provided hands-on learning activities with materials relevant to their own life experiences. Dittos and pre-drawn shapes are not appropriate.

COMMENT:

--SELECT ONE-- The use of planned media, such as: television and/or videotapes, is limited to developmentally appropriate programming with no child being required to watch the program and alternate activities available. TV is acceptable during food preparation. Computer and video game usage is limited to children three and older.

COMMENT:

--SELECT ONE-- Infants, toddlers and two year old children have the opportunity to learn through their own experiences such as: trial and error, repetition, imitation, and identification.

COMMENT:

--SELECT ONE-- Each individual child is engaged by the provider frequently throughout the day.

COMMENT:

**12 possible**

GROSS MOTOR

--SELECT ONE-- Provider provides many opportunities to practice and refine children's gross motor skills inside and outside. Examples inside might include: push/pull, stacking, music/movement, crawling through, etc.

COMMENT:

--SELECT ONE-- Provider provides a safe, open space for children's active, noisy play.

COMMENT:

--SELECT ONE-- There is a variety of appropriate gross motor materials for all age groups. These materials may be found inside and/or outside.

COMMENT:

**12 possible**

FINE MOTOR

--SELECT ONE-- Provider provides many opportunities to practice and refine children's fine motor skills daily. Examples might include: puzzles, nuts/bolts, lacing, peg/boards, setting the table, etc.

COMMENT:

--SELECT ONE-- Provider provides a quiet comfortable space for children to explore and manipulate.

COMMENT:

--SELECT ONE-- Provider provides non-mobile infants with a variety of fine motor activities daily.

COMMENT:

**20 possible**

LANGUAGE/LITERACY

--SELECT ONE-- Provider encourages language development by reading age-appropriate books to children for at least 30 Minutes (in short segments) throughout the day. Story time will be documented on the schedule. To receive full credit, reading must be observed during the observation.

COMMENT:

--SELECT ONE-- Provider talks to all children by describing what they are doing and what will happen next throughout the day.

COMMENT:

--SELECT ONE-- Provider uses everyday conversations with children to enrich and expand their vocabulary.

COMMENT:

--SELECT ONE-- A minimum of age appropriate books in good condition are accessible to the children as follows: Infants (4) four, Two-year-olds, toddlers (8) eight, Preschoolers (12) twelve, School-age children (15) fifteen. Books for infants, toddlers, and two year olds should be cloth, plastic, or hard cardboard.

COMMENT:

--SELECT ONE-- A variety of materials for looking, listening and talking for all age groups. Examples might include: puppets, telephones, flannel boards/accessories, unbreakable mirrors, see and says, etc. Items observed:

COMMENT:

**12 possible**

SCIENCE

--SELECT ONE-- Provider uses everyday events and opportunities for children to learn about life sciences, the earth and the environment.

COMMENT:

--SELECT ONE-- Children are encouraged to explore, investigate and discover science materials.

COMMENT:

--SELECT ONE-- There is a variety of materials for all age groups to explore and discover. Examples might include: sink/float activities, magnets and items, items from nature, classification of items, simple experiments, Science puzzles, etc. Examples observed:

COMMENT:

**12 possible**

MATH

--SELECT ONE-- Math activities are included as a part of the daily routine. Examples might include: counting children, one-to-one correspondence, using the calendar, talking about more/less, etc.

COMMENT:

--SELECT ONE-- There is a variety of materials for all age groups to sort and match. Examples might include: sorting bears, people, animals, items of the same color, shape or size. Examples observed:

COMMENT:

--SELECT ONE-- There is a variety of materials for all age groups to weigh, measure and explore. Examples might include: scales with items to weigh, measuring cups/spoons, tape measures, rulers, math puzzles, etc. Examples observed:

COMMENT:

**8 possible**

BLOCKS

--SELECT ONE-- Blocks and accessories are stored on low shelves to promote independent use.

COMMENT:

--SELECT ONE-- There is a variety of large lightweight blocks for stacking if toddlers/twos are present. Examples might include: shoe boxes, cereal boxes, tissue boxes, wipe containers, etc. Items observed:

**20 possible**

ART

--SELECT ONE-- Provider encourages children to express their creativity through the appropriate use of materials.

COMMENT:

--SELECT ONE-- Provider allows enough time and variety of materials for children to do art activities that are process oriented. Dittos are not appropriate.

COMMENT:

--SELECT ONE-- There is evidence of daily use of creative materials.

COMMENT:

--SELECT ONE-- There is a variety of appropriate materials to encourage creativity in all age groups. Examples might include: paint, crayons, markers, playdough, crafting items, variety of paper, etc. Examples observed:

COMMENT:

--SELECT ONE-- Children's hands are washed before and after playdough, finger-paint, etc.

COMMENT:

## **24 possible**

### DRAMATIC PLAY

--SELECT ONE-- Dramatic play is set up to develop cooperative play skills such as: sharing, caring and helping based on the number of children and relevant background experiences.

COMMENT:

--SELECT ONE-- Provider facilitates, supports, and provides enough time, space and props to extend the dramatic play experience.

COMMENT:

--SELECT ONE-- A home-like house corner is present, using child-sized furniture as a basis and expanded upon by adding props and furniture.

COMMENT:

--SELECT ONE-- Multi-cultural dolls and doll care items are available. Examples might include: bottles, diapers, high chair, strollers, bowls, spoons, etc. Items observed:

COMMENT:

--SELECT ONE-- Dress-up clothes that represent both genders are available. Examples might include: purses, bags, briefcases, shirts, vests, dresses, etc. Item observed:

COMMENT:

--SELECT ONE-- Dress-up clothes and accessories that represent a variety of occupations are available. Examples might include: costumes for firefighter, nurse, doctor, postal worker, construction worker, etc. Items observed:

COMMENT:

## **16 possible**

### SAND AND WATER PLAY

--SELECT ONE-- There is a sufficient amount of clean sand and/or fresh water accessible daily.

COMMENT:

--SELECT ONE-- There is a variety of props available. Items observed:

COMMENT:

--SELECT ONE-- Provider ensures children's hands are washed before and after sand and/or water play.

COMMENT:

--SELECT ONE-- Smocks and cleaning supplies are readily available.

COMMENT:

**16 possible**

**MUSIC AND MOVEMENT**

--SELECT ONE-- Children are exposed to various age appropriate music. Examples might include: classical, popular children's music and music of different cultures/languages daily. At least 2 different types should be available. Types of music observed:

COMMENT:

--SELECT ONE-- Classical music is played softly for a minimum of 30 minutes each day.

COMMENT:

--SELECT ONE-- The provider provides time and space daily for dancing, movement activities, singing and listening to CD's/tapes.

COMMENT:

--SELECT ONE-- A variety of music materials for all age groups including instruments and dance props are accessible daily. Items observed:

COMMENT:

**24 possible**

The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it.

--SELECT ONE-- The provider interacts and plays with children on a daily basis during outside time.

COMMENT:

--SELECT ONE-- Materials used daily provide a variety of gross motor skills. Examples might include: throwing, riding, rocking, crawling through and under, running, swinging, sliding, etc. Items observed:

COMMENT:

--SELECT ONE-- There are at least two types of creative art offered outside daily. Examples might include: painting, coloring, bubbles, music/movement, etc. Items observed:

COMMENT:

--SELECT ONE-- There are books, props and accessories for dramatic play and literacy accessible daily. Examples might include: books, dolls, trucks, dress up clothes, kitchen set and accessories, etc. At least 2 different items must be available. Items observed:

COMMENT:

**224 possible**

**HEALTH & SAFETY** - The physical environment is safe and promotes good health and nutrition for each child.

--SELECT ONE-- All areas, equipment, floors and toys are cleaned and sanitized at least weekly or as needed.

COMMENT:

--SELECT ONE-- Cloth items such as puppets, dress up clothes, cloth books, etc. are laundered weekly.

COMMENT:

--SELECT ONE-- The provider provides a safe environment to prevent and reduce injuries.

COMMENT:

--SELECT ONE-- Equipment is appropriately sized to prevent choking. When serving multiple age groups, a policy/procedure is in place to ensure younger children do not have access to materials that are potential choking hazards.

COMMENT:

--SELECT ONE-- Each infant's bottle and/or pacifier is labeled with the infant's full name.  
COMMENT:

--SELECT ONE-- Safe sleeping practices are maintained with infants placed on their backs to sleep unless a physician's note advises otherwise.  
COMMENT:

--SELECT ONE-- Prompt attention is given to diaper changes, soiled clothing, and cleaning of faces and hands.  
COMMENT:

--SELECT ONE-- Bottles are never placed in cribs or propped at any time.  
COMMENT:

--SELECT ONE-- Bottles are never microwaved.  
COMMENT:

--SELECT ONE-- Medication in bottles is not appropriate.  
COMMENT:

--SELECT ONE-- Children are appropriately secured in highchairs. Highchairs are sanitized using the 2 step process before and after each use, and individual feeding utensils are used.  
COMMENT:

--SELECT ONE-- Bottles are refrigerated immediately upon arrival. The unused portion of the bottle is disposed of at the end of each feeding.  
COMMENT:

--SELECT ONE-- The provider and children wash their hands with running water and soap immediately before and after meals, snacks and food experiences.  
COMMENT:

--SELECT ONE-- The provider and children wash their hands with running water and soap immediately after diapering/toileting.  
COMMENT:

--SELECT ONE-- While diapering the children, the provider will maintain physical contact at all times to prevent children from falling or rolling off the changing table.  
COMMENT:

--SELECT ONE-- Diaper changing mat is sanitized with bleach/water solution after each individual use. Disinfectant spray and wipes are not appropriate for sanitizing. Sanitizing bottle is labeled.  
COMMENT:

--SELECT ONE-- Provider will play gently with the infants, being careful of sudden movements that could injure the head and neck.  
COMMENT:

--SELECT ONE-- The provider and children wash their hands with running water and soap immediately after nose wiping, coughing and sneezing.  
COMMENT:

--SELECT ONE-- The provider and children wash their hands with running water and soap upon entering the program and after outside activities.  
COMMENT:

--SELECT ONE-- Drinking water is available at all times including outdoors and is offered to children throughout the day. Water is offered to infants on hot days and when they are on solid food.  
COMMENT:

--SELECT ONE-- The provider establishes a relaxed mealtime routine that makes eating pleasant for each child.

COMMENT:

--SELECT ONE-- Children are part of the group and are not sitting alone at mealtime. Children should not walk around with food or drinks.

COMMENT:

--SELECT ONE-- When children sit down at the tables, food is ready to be served. Food and drink are served together during the meal.

COMMENT:

--SELECT ONE-- Tables are washed using the 2 step sanitation process before and after meals and snacks.

COMMENT:

--SELECT ONE-- Mouthed toys are picked up immediately and set aside in a marked container for sanitizing.

COMMENT:

--SELECT ONE-- Napkins are provided for all meals and snacks. Children have proper eating utensils. If a napkin is used as a placemat, an additional napkin is provided for wiping hands and faces.

COMMENT:

--SELECT ONE-- Food and allergy lists are posted where they are readily visible, confidential and followed. If no known allergies exist, document by writing "NONE".

COMMENT:

--SELECT ONE-- The provider is familiar with and follows the USDA Meal Guidelines. The provider has meal substitutes/supplements available, if needed.

COMMENT:

**24 possible**

PROFESSIONAL DEVELOPMENT

--SELECT ONE-- The provider is familiar with and has a copy of their curriculum book.

COMMENT:

--SELECT ONE-- The provider is familiar and has a copy of the Florida Learning and Developmental Standards in the classroom.

COMMENT:

--SELECT ONE-- The provider keeps all personal information about children and families confidential.

COMMENT:

--SELECT ONE-- The provider continually evaluates his/her own performance to identify needs for professional growth. A self evaluation is available.

COMMENT:

**24 possible**

FAMILY INVOLVEMENT

--SELECT ONE-- The provider establishes an ongoing verbal/written system for exchanging information about each child with his or her family.

COMMENT:

--SELECT ONE-- The provider greets family members personally each day and speaks positively about children and their families.

COMMENT:

--SELECT ONE-- The provider involves every parent by seeking information about each family's traditions and uses this information in responding to the children and in planning activities. (Interview)

COMMENT:

--SELECT ONE-- Children and parents are oriented to the program at time of enrollment. (Written documentation required.)

COMMENT:

--SELECT ONE-- Parent conferences are held at least twice each year. (Written documentation required.)

COMMENT:

--SELECT ONE-- An open door policy is posted for parents. Parents are given the opportunity to be involved in the program.

COMMENT:

**4 possible**

**CHILD ASSESSMENT**

--SELECT ONE-- There is evidence of observation, recording, and evaluation of each child's growth and development. Portfolios are available for individual children.

COMMENT: