



CHILD CARE PROGRAM ASSESSMENT – PRESCHOOL

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

Name of Center: _____ Time In: _____ Time Out: _____
 Teacher(s): _____ Curriculum: _____
 Completed by: _____ Room Capacity: _____
 Date: _____ Ratio: _____

56 possible

HEALTH & SAFETY - The physical environment is safe and promotes appropriate health routines.

--SELECT ONE-- All areas, equipment, shelving, and floors are cleaned and sanitized at least weekly or as needed. (Documentation is required.)

COMMENT:

--SELECT ONE-- There is a safe environment to prevent and reduce injuries.

COMMENT:

--SELECT ONE-- All cloth items (books, dress-up clothes, puppets, animals, etc.) are laundered weekly. (Documentation is required.)

COMMENT:

--SELECT ONE-- Hand washing supplies are available and accessible to the children.

COMMENT:

--SELECT ONE-- Staff members and children wash hands with running water and soap immediately upon arrival and after outdoor activities.

COMMENT:

--SELECT ONE-- Staff members and children wash their hands with running water and soap immediately after toileting.

COMMENT:

--SELECT ONE-- Staff members and children wash their hands with running water and soap immediately after nose wiping, coughing or sneezing.

COMMENT:

64 possible

NUTRITION - The physical environment is safe and promotes appropriate mealtime routines.

--SELECT ONE-- Staff members and children wash hands with running water and soap immediately before and after meals, snacks or food experiences.

COMMENT:

--SELECT ONE-- Drinking water is available at all times, including outdoors, and is offered to children throughout the day.

COMMENT:

--SELECT ONE-- Staff members sit and interact appropriately with children at all mealtimes, providing a relaxed environment. Children are part of the group and are not sitting alone. 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 sanitized using the 2 step process before and after all meals, snacks and food experiences.

COMMENT:

--SELECT ONE-- Napkins, plates and proper utensils are provided for all meals, snack, and food experiences. If a napkin is used as a placemat, an additional napkin is provided for wiping hands and faces.

COMMENT:

--SELECT ONE-- Confidential food and allergy lists are posted in the classroom where they are readily visible and available to the staff. If no known allergies exist, document by writing "NONE".

COMMENT:

--SELECT ONE-- Staff members are familiar with the USDA Meal Guidelines or have information posted. Staff members have food substitutions available if needed to ensure that nutritional needs are being met. Supplements are available and offered if necessary. Allergies are also considered.

COMMENT:

80 possible

The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children, and adults.

--SELECT ONE-- Safe indoor environments and equipment with appropriate adult supervision are maintained.

COMMENT:

--SELECT ONE-- Appropriate lighting, air flow and temperature are maintained.

COMMENT:

--SELECT ONE-- Areas for personal items are easily accessible.

COMMENT:

--SELECT ONE-- Cozy area(s) and materials for privacy and softness are available and away from noisy areas.

COMMENT:

--SELECT ONE-- Space is arranged and large enough so that children can work individually in small groups or in a large group.

COMMENT:

--SELECT ONE-- The indoor environment includes a minimum of six (6) clearly defined and accessible areas as defined in the chosen research based curriculum. These must include: Language/Literacy, Science, Math, Dramatic Play, Blocks, Creative Art, Sand & Water, Music & Movement, Toys & Games, etc.

COMMENT:

--SELECT ONE-- The sound of the classroom environment is primarily marked by pleasant conversation, spontaneous laughter and exclamations of excitement.

COMMENT:

--SELECT ONE-- All toys are in good working order and displayed on low, open shelves. Popular items are duplicated to avoid conflicts between preschoolers.

COMMENT:

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

COMMENT:

--SELECT ONE-- Materials and pictures reflect diverse cultures.

COMMENT:

24 possible

Staff/child interaction encourages the COMMUNICATION of children throughout the daily activities in a warm and positive environment.

--SELECT ONE-- Staff members express respect for and affection toward children by smiling and speaking to children at their eye level and in close proximity throughout the day.

COMMENT:

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

COMMENT:

--SELECT ONE-- One-to-one staff/child interaction occurs during the day through open-ended questions and reflects back on what the child said.

COMMENT:

--SELECT ONE-- Greeting and departure interactions are a pleasant time for exchanging information by all involved.

COMMENT:

24 possible

Staff members encourage the DEVELOPMENT of preschoolers throughout the day's activities in a warm and positive environment.

--SELECT ONE-- Staff members support children's attempts at becoming increasingly independent by encouraging self help skills: cleaning, dressing, problem solving and using social skills.

COMMENT:

--SELECT ONE-- Staff members facilitate play activities while moving around the room interacting with preschoolers.

COMMENT:

--SELECT ONE-- Children are encouraged by staff members to solve problems, initiate activities, explore, experiment, question and learn by doing.

COMMENT:

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

COMMENT:

18 possible

Staff members use positive techniques in GUIDING THE CHILDREN'S BEHAVIOR.

--SELECT ONE-- Staff members help children to develop skills for resolving conflicts. Children are encouraged to evaluate the problem, talk about their feelings and discuss possible solutions.

COMMENT:

--SELECT ONE-- Staff members consistently use positive encouragement, appropriate redirection and the practice of age appropriate social skills.

COMMENT:

--SELECT ONE-- Staff members plan ahead to help prevent potential problems by evaluating the environment, the daily schedule and the available materials.

COMMENT:

30 possible

Staff teach and model appropriate CHARACTER DEVELOPMENT.

--SELECT ONE-- Staff members help children develop skills used to play and interact with others appropriately.

COMMENT:

--SELECT ONE-- Staff members help children to understand their feelings and those of others.

COMMENT:

--SELECT ONE-- Staff members model positive social interaction with children by facilitating positive social behaviors such as: cooperating, helping, taking turns, sharing and talking to solve problems.

COMMENT:

--SELECT ONE-- Staff members stop child on child teasing or rejecting behavior through discussion of the concept of similar/different.

COMMENT:

--SELECT ONE-- Staff members speak positively about physical characteristics, cultural heritage and gender of children.

COMMENT:

36 possible

The DAILY ROUTINE encourages play, exploration, and learning.

--SELECT ONE-- The children's daily routine includes the following: outdoor/indoor, quiet/active, individual, small/large group and child initiated learning center activities.

COMMENT:

--SELECT ONE-- There is evidence that the daily written routine is posted and being followed. However, staff members are flexible enough to follow the children's lead taking advantage of those "teachable moments."

COMMENT:

--SELECT ONE-- Staff members respond to children's cues for direction of activity.

COMMENT:

--SELECT ONE-- The routine provides a minimum of one continuous hour of child initiated center time in the morning between 8:30 and lunch with an additional hour in the afternoon. Preschoolers have access to all learning centers during each learning center time choosing from activities staff members have set up or that the child spontaneously initiates. Children are not required to move as a group from one activity to another.

COMMENT:

--SELECT ONE-- Large group or circle time is limited to a maximum of 10 minutes for 3 year olds and 20 minutes for 4 year olds. Children are encouraged but not forced to join. An alternate activity is available. If children are actively engaged, circle time can be extended.

COMMENT:

--SELECT ONE-- Staff members conduct smooth transitions between activities by providing advance notice of transitions and an explanation of what happens next.

COMMENT:

20 possible

WEEKLY PLANNING reflects developmentally appropriate activities which are based on the children's interests and abilities.

--SELECT ONE-- The weekly planning form is current, visible, and followed with evidence of planned activities, and standards are listed.

COMMENT:

--SELECT ONE-- The weekly planning form reflects the center's chosen research based curriculum and includes character development and learning standards.

COMMENT:

--SELECT ONE-- Children are provided developmentally age appropriate activities with materials relevant to their own life experiences. Dittos/pre-drawn shapes are not appropriate for children of this age.

COMMENT:

--SELECT ONE-- The use of planned media such as television and videotapes is limited to developmentally appropriate programming with no child being required to watch the program. Alternate activities are available.

COMMENT:

--SELECT ONE-- Computer use is limited to 15 minutes per child.

COMMENT:

32 possible

LANGUAGE DEVELOPMENT/LITERACY

--SELECT ONE-- Staff members encourage language development by reading age-appropriate books to children for at least 30 minutes throughout the day. Story time is reflected on the schedule. In order to receive full credit, some reading must be observed during the observation.

COMMENT:

--SELECT ONE-- Dictations are dated and displayed at child's eye level, allowing children to see their words in print such as: experience charts, group stories, children's artwork. Dictation will be dated within the month. Two examples:

COMMENT:

--SELECT ONE-- The classroom is print-rich with a variety of classroom charts such as: stories songs and children's attempts at writing and illustrating.

COMMENT:

--SELECT ONE-- Books and/or writing materials of various types are available in all defined centers.

COMMENT:

--SELECT ONE-- 20 books for a group of 15 children and 1 for each additional child in the class will be available and in good repair. A minimum of 8 books will be displayed with their covers showing.

COMMENT:

--SELECT ONE-- Props for retelling stories are accessible to the children daily. Examples might include: puppets, dolls, flannel boards and accessories, telephones, etc.

COMMENT:

--SELECT ONE-- Space and materials for listening are accessible to the children daily. Examples might include: see and says, electronic equipment, sound bottles, etc.

COMMENT:

--SELECT ONE-- There is a variety of daily accessible materials to promote independent writing. Examples might include: chalk and chalk boards, paper, crayons, large pencils, markers, magic writers, etc.

COMMENT:

20 possible

SCIENCE

--SELECT ONE-- Staff members use every day events and opportunities for children to learn and inquire about life sciences, the earth and the environment.

COMMENT:

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

COMMENT:

--SELECT ONE-- Simple tools and equipment are available to observe and explore natural substances. Examples might include: shells, rocks, feathers, leaves, magnifiers, observation bottles, colored paddles, etc.

COMMENT:

--SELECT ONE-- Simple tools and equipment are available to investigate properties of materials and simple experiments. Examples might include: magnets with items, sink/float experiences, texture items, etc.

COMMENT:

--SELECT ONE-- A variety of objects are available to make comparisons and to classify. Example might include: buttons of various sizes and shapes, colored bears, colored lids, small animals/dinosaurs, etc.

COMMENT:

20 possible

BLOCKS

--SELECT ONE-- Blocks and accessories are organized and sorted by type.

COMMENT:

--SELECT ONE-- Block shelves are clearly labeled to show where each shape goes.

COMMENT:

--SELECT ONE-- Staff members allow enough space (out of traffic flow) for at least 3-4 children to build comfortably.

COMMENT:

--SELECT ONE-- At least 100 wooden unit blocks are accessible to the children.

COMMENT:

--SELECT ONE-- Props for transporting and creating scenes such as: trucks, cars, buildings, people, animals, etc. are accessible.

COMMENT:

16 possible

MATH

--SELECT ONE-- Math activities are included as a part of the daily routine. Examples might include: counting children, comparing number of boys and number of girls, lining up by pattern, calendar activities, etc.

COMMENT:

--SELECT ONE-- Items are available to sort into sub groups that vary by one or two attributes.

COMMENT:

--SELECT ONE-- Simple patterns and items that can be matched by characteristics are available. Examples might include: file folder games, dominoes, memory cards, patterning cards etc.

COMMENT:

--SELECT ONE-- Materials for children to measure and weigh are available. Examples might include: measuring cups/spoons, scales w/items, tape measures etc.

COMMENT:

8 possible

FINE MOTOR/MANIPULATIVES

--SELECT ONE-- Two other types of interlocking materials are accessible. Examples might include: duplos, star builders, legos, Lincoln logs, erector sets, etc.

COMMENT:

--SELECT ONE-- There is a variety of fine motor manipulatives. Examples might include: lacing cards, stringing beads, small legos, nuts & bolts, etc.

COMMENT:

16 possible

SAND & 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. A minimum of three (3).

COMMENT:

--SELECT ONE-- Staff members ensure children's hands are washed before and after sand and/or water play.

COMMENT:

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

COMMENT:

28 possible

DRAMATIC PLAY

--SELECT ONE-- Dramatic play is set-up to develop cooperative play skills such as: sharing, caring, helping and acting out family roles.

COMMENT:

--SELECT ONE-- Staff set-up dramatic play based on the number of children and relevant background experiences of the children.

COMMENT:

--SELECT ONE-- Staff members facilitate, support and extend the dramatic play experience with enough time, space and props for a quality play experience.

COMMENT:

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

COMMENT:

--SELECT ONE-- A minimum of three multicultural dolls with simple doll clothes and caretaking items is available. Examples might include: bottles, diapers, diaper bags, high chairs, strollers, bowls, spoons, etc.

COMMENT:

--SELECT ONE-- Simple dress-up clothes and props that represent both genders are available. Examples might include: low-heeled shoes/slippers, hats, purses, bags, briefcases, shirts, vests, dresses, etc. A minimum of three (3) items for each gender should be available.

COMMENT:

--SELECT ONE-- Simple dress-up clothes or accessories that represent a variety of occupations are available. Examples might include: costumes for firefighter, nurse, doctor, construction worker, postal worker, etc. A minimum of three (3) occupations should be represented.

COMMENT:

32 possible

ART

--SELECT ONE-- Staff members plan and facilitate process oriented activities which allow children to express their creativity.

COMMENT:

--SELECT ONE-- Children are allowed enough time and a variety of materials for exploration daily.

COMMENT:

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

COMMENT:

--SELECT ONE-- The easel is set-up with painting materials so that children can use them independently on a daily basis.

COMMENT:

--SELECT ONE-- At least 3 types of materials to encourage drawing are accessible.

COMMENT:

--SELECT ONE-- At least 3 types of materials to encourage cutting and pasting are accessible.

COMMENT:

--SELECT ONE-- At least 3 types of materials to encourage painting, molding and smearing are accessible.

COMMENT:

--SELECT ONE-- Children's hands are to be washed before and after the use of playdough, finger-paint, etc.

COMMENT:

20 possible

MUSIC & MOVEMENT

--SELECT ONE-- Children are exposed daily to a variety of age appropriate music including classical, popular children's music, and music of different cultures/languages. At least 2 types of music are available in the classroom.

COMMENT:

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

COMMENT:

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

COMMENT:

--SELECT ONE-- There is a variety of musical materials including instruments and dance props accessible daily.

COMMENT:

--SELECT ONE-- There will be enough musical instruments for at least ½ of the children to use during an activity.

COMMENT:

30 possible

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

--SELECT ONE-- Safe outdoor environments and equipment with appropriate staff member interaction, play, and supervision will be maintained.

COMMENT:

--SELECT ONE-- Staff members interact and play with children on a daily basis while outside.

COMMENT:

--SELECT ONE-- Materials are used daily and provide a variety of gross motor skills. Examples might include: throwing, riding, climbing, sliding, running, swinging, etc.

COMMENT:

--SELECT ONE-- There are at least two types of creative art offered outside daily. Examples might include: fence/easel painting, paper and crayons, music/movement, bubbles, sidewalk chalk, etc.

COMMENT:

--SELECT ONE-- There are at least two types of books, props and accessories for dramatic play and literacy accessible daily. Examples might include: books, dolls, trucks, kitchen sets with accessories, animals, dress-up clothes, etc.

COMMENT:

30 possible

PROFESSIONAL DEVELOPMENT

--SELECT ONE-- Staff members have access to a copy of their approved (age appropriate) curriculum book in the classroom.

COMMENT:

--SELECT ONE-- Staff members are familiar with and have a copy of the Florida Learning and Developmental Standards in the classroom.

COMMENT:

--SELECT ONE-- Staff members keep all personal information about children and families confidential.

COMMENT:

--SELECT ONE-- Staff members continually evaluate their own performance to identify needs for professional growth.

COMMENT:

--SELECT ONE-- Staff members and administrators promote program mission and consult together frequently about the program, children and families. The mission statement is posted in the room.

COMMENT:

16 possible

FAMILY INVOLVEMENT

--SELECT ONE-- Staff members establish an ongoing verbal/written system for exchanging information about each child with his or her family.

COMMENT:

--SELECT ONE-- Staff members involve every parent by seeking information about each family's traditions and uses this information when responding to the children and when planning activities. (Interview)

COMMENT:

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

COMMENT:

--SELECT ONE-- Parent conferences are held at least twice each year. (Documentation must be observed.)

COMMENT:

4 possible

CHILD ASSESSMENT

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

COMMENT: