



# CHILD CARE PROGRAM ASSESSMENT – TODDLER/TWO

**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:	_____		

## 104 possible

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

--SELECT ONE-- A safe and clean environment to prevent illness and reduce injuries is maintained.

COMMENT:

--SELECT ONE-- Equipment is appropriately sized to prevent choking.

COMMENT:

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

COMMENT:

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

COMMENT:

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

COMMENT:

--SELECT ONE-- Each child's bottles, cups, and/or pacifiers are labeled with the child's name.

COMMENT:

--SELECT ONE-- Staff members promptly assist/attend to the routine needs of children such as: face washing and other basic needs.

COMMENT:

--SELECT ONE-- The diaper changing area is used only for changing diapers. Food, bottles, papers, etc. are not placed in this area.

COMMENT:

--SELECT ONE-- The diaper changing mat is sanitized after each use with bleach/water solution. Disinfectant spray and wipes are not acceptable.

COMMENT:

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

COMMENT:

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

COMMENT:

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

COMMENT:

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

COMMENT:

**72 possible**

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

--SELECT ONE-- Staff member's and children's hands are washed 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-- Children are given the opportunity to feed themselves with food that is appropriately sized.

COMMENT:

--SELECT ONE-- Staff members sit with the children to promote conversation and a relaxed meal time environment. Children are part of the group and are not sitting alone. Children should not walk around with food or drinks including bottles and sippy cups.

COMMENT:

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

COMMENT:

--SELECT ONE-- Tables are cleaned and sanitized using the 2-step process before and after meals, snacks and food experiences.

COMMENT:

--SELECT ONE-- Children are provided with proper eating utensils, including napkins, for all 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 accessible 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:

**72 possible**

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

--SELECT ONE-- The indoor environment includes clearly defined areas with regard to the chosen research based curriculum such as: Language/Literacy, Dramatic Play, Blocks, Creative Art, Sand & Water, Music & Movement, Gross Motor, Fine Motor, etc.

COMMENT:

--SELECT ONE-- The indoor play area contains a full-length (displayed vertically), unbreakable mirror located at the child's eye level which is accessible at all times.

COMMENT:

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

COMMENT:

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

COMMENT:

--SELECT ONE-- Sturdy furniture (attached to the wall) supports pulling up, walking and climbing.

COMMENT:

--SELECT ONE-- Children are given freedom and encouraged to move around in the indoor play area.

COMMENT:

--SELECT ONE-- A special cozy area offering privacy, softness and sound absorbing materials is available and away from noisy areas.

COMMENT:

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

COMMENT:

--SELECT ONE-- The diapering area is equipped with a stimulating item. Examples might include: photographs, mirrors, mobiles, etc. Items are changed periodically.

COMMENT:

#### **42 possible**

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

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

COMMENT:

--SELECT ONE-- Staff members share genuine conversations with the children, encouraging them to express themselves verbally.

COMMENT:

--SELECT ONE-- Staff members use each child's name frequently when talking. Nicknames are not used. Examples might include: mama, baby, sweetie, darling, etc.

COMMENT:

--SELECT ONE-- When diapering, staff members engage in meaningful conversation with the children which could include: talking about names of clothing, names of body parts, and talking about what they are doing.

COMMENT:

--SELECT ONE-- Names of objects are frequently used when playing with children. Staff members talk in sentences using actual names of objects.

COMMENT:

--SELECT ONE-- One-to-one staff/child interaction occurs throughout the day with the staff verbally reflecting upon what the children said and expanding with open-ended questioning.

COMMENT:

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

COMMENT:

**42 possible**

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

--SELECT ONE-- Staff members acknowledge children's attempts to communicate and follow-through appropriately.

COMMENT:

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

COMMENT:

--SELECT ONE-- When children are awake, staff talk with, hold, smile at and play with them.

COMMENT:

--SELECT ONE-- Staff members are observed offering the children choices throughout the day.

COMMENT:

--SELECT ONE-- Staff members are observed sitting and playing with children, encouraging their natural curiosity.

COMMENT:

--SELECT ONE-- Staff members individualize the program to meet the needs of each child. Documentation of planning for individual needs must be written and observed.

COMMENT:

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

COMMENT:

**36 possible**

Staff members use positive techniques in GUIDING THE CHILDREN'S BEHAVIOR throughout the day's activities in a warm, nurturing, and positive environment.

--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, daily schedule and available materials.

COMMENT:

--SELECT ONE-- Staff members position themselves strategically for optimum supervision.

COMMENT:

--SELECT ONE-- Staff members demonstrate an understanding of child development and are realistic in their expectations of children's behaviors.

COMMENT:

--SELECT ONE-- Staff members encourage and support each child's developmental achievement.

COMMENT:

--SELECT ONE-- Staff members reassure distressed children.

COMMENT:

**30 possible**

Staff members encourage the CHARACTER DEVELOPMENT of children throughout the day's activities in a warm, nurturing, and positive environment.

--SELECT ONE-- Staff members are available to comfort and respond quickly to the individual needs of the children.

COMMENT:

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

COMMENT:

--SELECT ONE-- Staff members encourage positive social behaviors in children.

COMMENT:

--SELECT ONE-- Staff members support children's attempts at becoming increasingly independent by encouraging self help skills. Examples might include: cleaning up, dressing, and using appropriate social skills while eating.

COMMENT:

--SELECT ONE-- Staff members model and assist children in developmentally appropriate social interactions.

COMMENT:

**42 possible**

The DAILY ROUTINE encourages play, exploration, and learning.

--SELECT ONE-- The children's daily routine includes a balance of the following: indoor/outdoor play, quiet/active play, individual activities, small group activities, and gross/fine motor activities.

COMMENT:

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

COMMENT:

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

COMMENT:

--SELECT ONE-- The daily routine should be predictable and planned using large flexible blocks of time and providing enough space for movement and play.

COMMENT:

--SELECT ONE-- Staff members conduct smooth transitions between activities by providing advance notice of transitions and explaining what is going to happen next.

COMMENT:

--SELECT ONE-- Activities are available for individual or small group participation in active learning/play opportunities. Children are encouraged but not forced to join in.

COMMENT:

--SELECT ONE-- Children are not required to move as a group to participate in activities.

COMMENT:

**20 possible**

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

--SELECT ONE-- The weekly planning form is current, visible, and being followed and standards are listed.

COMMENT:

--SELECT ONE-- The weekly planning form reflects evidence of planned activities that follow the program's chosen research-based curriculum and learning standards.

COMMENT:

--SELECT ONE-- Children have the opportunity to learn through their own experiences such as trial and error, repetition, imitation and identification.

COMMENT:

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

COMMENT:

--SELECT ONE-- For two year olds, 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. There should be NO television in a toddler (one year old) classroom.

COMMENT:

**24 possible**

GROSS MOTOR

--SELECT ONE-- Staff members provide many opportunities and a safe, open space to practice and refine children's gross motor skills daily.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage climbing. Examples might include: step stool, inside climber, slide, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage pushing and pulling. Examples might include: wagons, stringed toys, push carts, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage crawling through/under. Examples might include: boxes, furniture, tunnels, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage rocking and riding.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage throwing. Examples might include: wadded newspaper, bean bags, soft balls, etc.

COMMENT:

**40 possible**

FINE MOTOR

--SELECT ONE-- Staff members provide a quiet, comfortable space and many opportunities for children to practice and manipulate materials to develop fine motor skills.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage grasping. Examples might include: soft stuffed animals, rattles, small squeeze toys, soft blocks, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage pounding. Examples might include: drums, xylophones, pounding benches with hammers, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage turning. Examples might include: nuts and bolts, toys with knobs, telephone dials, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage fitting together. Examples might include: snap beads, large duplos, waffle blocks, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage filling and dumping. Examples might include: sand, water, containers with objects, etc. Beans, rice, corn, etc. are not appropriate for children of this age.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage cause and effect. Examples might include: popper, flip box, jack in the box, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage target experiences. Examples might include: pegs and pegboards, shape sorters, lacing cards, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage stacking/nesting. Examples might include: small blocks, nesting cups, stacking rings, yogurt cups etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage matching. Examples might include: file folder games, knobbed puzzles, form boards, etc.

COMMENT:

**28 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 in short segments. Story time is reflected on the schedule. (In order to receive full credit, some reading must be observed during the observation.)

COMMENT:

--SELECT ONE-- Staff members use everyday conversations with children to enrich and expand their vocabulary.

COMMENT:

--SELECT ONE-- Staff members support each child's attempt at language through expansion of their everyday experiences.

COMMENT:

--SELECT ONE-- A minimum of twelve (12) age-appropriate books in good condition are accessible and displayed with their covers showing. An additional six (6) books will be available to the staff in the room.

COMMENT:

--SELECT ONE-- A minimum of three (3) items such as photos, pictures, unbreakable mirrors, etc. are available for children to look at.

COMMENT:

--SELECT ONE-- A minimum of three (3) props for retelling stories and pretending are available, such as stuffed animals, puppets, flannel boards, etc.

COMMENT:

--SELECT ONE-- Space and materials for listening are accessible daily. Examples might include: see and says, sound bottles, rattles, squeak toys, sound balls, electronic items, etc.

COMMENT:

**16 possible**

BLOCKS

--SELECT ONE-- There is a block area with space and opportunity to explore.

COMMENT:

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

COMMENT:

--SELECT ONE-- A minimum of three (3) types of large, lightweight blocks for stacking are accessible. Examples might include: shoe boxes, cereal boxes, tissue boxes, wipe containers, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) types of props for transporting and creating scenes such as vehicles, buildings, people, animals, 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 minimum of three (3) props for pouring, filling and dumping available.

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:

**24 possible**

DRAMATIC PLAY

--SELECT ONE-- Dramatic play is set up with duplicate familiar household materials that support the children's solitary, parallel and cooperative play.

COMMENT:

--SELECT ONE-- Staff members ensure enough time, space and props for quality dramatic play experiences based on relevant background experiences of the children.

COMMENT:

--SELECT ONE-- A home-like house corner using furniture that is child sized is set up and available.

COMMENT:

--SELECT ONE-- A minimum of three multicultural dolls with simple doll clothes and caretaking items are available. Examples might include: bottles, diapers, high chairs, strollers, bowls, 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-- Dress-up clothes and 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 encourage and allow children enough time daily to experience and explore basic creative art materials through process oriented activities.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage scribbling. Examples might include: large crayons, large chalk, large markers, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage smearing. Examples might include: finger paint, glue, paste, foam soap, etc. Shaving cream is not appropriate.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage stroking. Examples might include: large bristle brushes, large foam brushes, small paint rollers, etc. For two year olds, the easel is set-up with paint and paper so children can independently use them on a daily basis.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate materials to encourage molding/squishing. Examples might include: sponges, playdough with accessories, clay, etc.

COMMENT:

--SELECT ONE-- A minimum of three (3) appropriate sized types of paper, at least 11" X 17". Examples might include: newspaper, large construction paper, large paper bags, butcher paper, wrapping paper, etc.

COMMENT:

--SELECT ONE-- Children's developmentally appropriate artwork is displayed at their eye level throughout the room.

COMMENT:

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

COMMENT:

### **16 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 different types of music must be available in the classroom.

COMMENT:

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

COMMENT:

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

COMMENT:

--SELECT ONE-- There will be enough musical instruments for each child to use during an activity. Musical instruments may be homemade.

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 interactions, 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 used daily provide a variety of gross motor skills. Examples might include: swinging, riding, rocking, running, sliding, throwing, etc.

COMMENT:

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

COMMENT:

--SELECT ONE-- There are props and accessories for dramatic play accessible daily. Examples might include: dolls, dress up clothing, trucks, animals, telephones, books, kitchen set with accessories, etc. At least 2 different items are accessible.

COMMENT:

### 30 possible

#### PROFESSIONAL DEVELOPMENT

--SELECT ONE-- Copy of curriculum is accessible to staff.

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. A self evaluation is completed yearly.

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 daily information about each child with his or her family.

COMMENT:

--SELECT ONE-- Staff involve 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 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: