 **CHILD CARE PROGRAM ASSESSMENT – INFANT**

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

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

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| **144 possible** |
| HEALTH - The physical environment and staff promote appropriate health routines. |
|  | Each infant’s bottles, sippy cups and/or pacifiers are labeled with the infant’s first and last name. |
| COMMENT: |  |
|  | Prompt attention is given to diaper changes, soiled clothing and the cleaning of faces and hands. |
| COMMENT: |  |
|  | Staff members wash their hands and infant’s hands with running water and soap using appropriate handwashing procedures immediately after diapering/toileting. |
| COMMENT: |  |
|  | Staff members wash their hands with running water and soap using appropriate handwashing proceduresafter nose wiping and/or cleaning an infant’s spit up. |
| COMMENT: |  |
|  | Staff members wash their hands with running water and soap using appropriate handwashing proceduresimmediately upon arrival and after outside time. |
| COMMENT: |  |
|  | The diaper changing area is used only for changing diapers. Food, bottles and other items are not placed in this area. |
| COMMENT: |  |
|  | The diaper changing mat is sanitized using the 2-step processafter each individual use. Disinfectant spray and wipes are not acceptable. The bleach/water bottle must be labeled. |
| COMMENT: |  |
|  | While diapering the infants, staff will maintain physical contact at all times to prevent infants from falling or rolling off the changing table. |
| COMMENT: |  |
|  | Food and allergy lists are posted in the classroom where they are readily visible to the staff, confidential and updated. If there are no allergies, list “NONE”. |
| COMMENT: |  |
|  | Bottles are never placed in cribs or propped at any time. Infants should be held or be appropriately secured in a highchair when eating or drinking. |
| COMMENT: |  |
|  | Bottles are refrigerated immediately and are never microwaved. |
| COMMENT: |  |
|  | Highchairs are sanitized using the 2-step process before and after each use. Individual feeding utensils are used. |
| COMMENT: |  |
|  | Unused portions of bottles are disposed of at the end of each feeding. |
| COMMENT: |  |
|  | Medication in bottles is not permitted. |
| COMMENT: |  |
|  | Infants are held in an inclined position while bottle feeding. |
| COMMENT: |  |
|  | All areas and toys are cleaned and sanitized at least daily. (Documentation is required.) |
| COMMENT: |  |
|  | All cloth items (dolls, puppets, cloth books, dress up clothing, etc.) are laundered on a weekly basis. (Documentation is required.) |
| COMMENT: |  |
|  | Mouthed toys are picked up immediately and set aside in a marked container for sanitizing. |
| COMMENT: |  |

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| **40 possible** |
| SAFETY- The physical environment is safe for the infants in the program. |
|  | Staff members provide a safe & clean environment to prevent illness and reduce injuries. Examples might include: use of outlet covers, cords are not accessible to the infants, no tripping hazards, staff items out of reach, etc. |
| COMMENT: |  |
|  | Equipment/toys are appropriately sized to prevent choking. |
| COMMENT: |  |
|  | Infants will be picked up underneath both arms by the staff to prevent injury to infant’s shoulders. |
| COMMENT: |  |
|  | Safe sleeping practices are maintained with infants placed on their backs to sleep, unless a note from a physician advises otherwise. This is to reduce the risk of Sudden Infant Death Syndrome (SIDS). |
| COMMENT: |  |
|  | Staff members will play gently with the infants, being careful of sudden movements that could injure the head and neck. |
| COMMENT: |  |

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| **48 possible** |
| NUTRITION - The physical environment and staff promote appropriate mealtime routines. |
|  | Staff members wash their hands and infant’s hands with running water and soap using appropriate handwashing proceduresimmediately before meals and bottles. |
| COMMENT: |  |
|  | When appropriate, infants are given the opportunity to feed themselves with finger foods that are appropriately sized. |
| COMMENT: |  |
|  | Staff members adjust to each infant’s INDIVIDUAL feeding schedule. They are fed on demand when hungry, not lined up and fed at one time. |
| COMMENT: |  |
|  | Water is offered to infants on hot days and when they are on solid food. |
| COMMENT: |  |
|  | 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: |  |
|  | Bottle feeding and mealtimes are pleasant and relaxed with observation of appropriate staff/infant interaction taking place. |
| COMMENT: |  |

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| **112 possible** |
| The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children, and adults. |
|  | Toys and manipulatives are in good working order, readily accessible to mobile infants and organized to promote independent use. Popular items are duplicated. |
| COMMENT: |  |
|  | Staff members provide a variety of toys and manipulatives to non-mobile infants. Examples include: rattles, small soft grasping toys, simple stacking rings, clean teething toys, large pop beads and cause & effect toys. |
| COMMENT: |  |
|  | Staff members ensure the environment is not over-stimulating. |
| COMMENT: |  |
|  | There is limited equipment that restricts the movement of infants. Swing, car seats, bouncy seatsand saucer time is limited to 20 minutes per day.  |
| COMMENT: |  |
|  | The indoor area contains an accessible, unbreakable, full length mirror (displayed horizontally) located at the infant’s eye level. |
| COMMENT: |  |
|  | The diapering area is equipped with a stimulating item, which is changed periodically. Examples might include mirrors, photographs, mobiles, etc. |
| COMMENT: |  |
|  | An adult rocking chair, which allows adult/child motion to occur, is located in the infant area. |
| COMMENT: |  |
|  | Large infant rooms are broken up into smaller spaces to make it more secure for infants of different developmental levels. |
| COMMENT: |  |
|  | Materials and activities meet each infant’s level of development. |
| COMMENT: |  |
|  | Materials and pictures reflect diversity. Wall hangings should include photographs or posters of all ages, genders, abilities, and cultural heritage. A minimum of two (2) materials and two (2) wall hangings representing at least three (3) categories are required. |
| COMMENT: |  |
|  | Space is arranged so infants can enjoy moments of quiet play, a place to roll over, and they have the opportunity to crawl toward interesting objects. |
| COMMENT: |  |
|  | A special cozy area which provides privacy, softness and sound absorbing materials is available. |
| COMMENT: |  |
|  | Sturdy furniture is attached to the wall to support pulling up and walking/cruising. |
| COMMENT: |  |
|  | Infant’s developmentally appropriate “art” work is displayed and current (dated within the month). |
| COMMENT: |  |

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| **30 possible** |
| Staff/child interaction encourages the COMMUNICATION of infants throughout the daily activities in a warm, nurturing, and positive environment. |
|  | Staff members express respect for and affection toward individual infants throughout the day by using positive language and appropriate facial expressions. |
| COMMENT: |  |
|  | Staff members use each infant’s name and maintain eye contact frequently when talking with the infants. Nicknames are not appropriate. Examples might include: mama, baby, sweetie, darling, etc. |
| COMMENT: |  |
|  | Staff members acknowledge and respond to infants attempts at communication. Staff members assist with language development by repeating the sounds and following through appropriately. |
| COMMENT: |  |
|  | Staff members engage in meaningful conversations with infants while diapering. This could include talking about clothing names, body parts and about what they are doing. |
| COMMENT: |  |
|  | Greeting and/or departure is a pleasant time for exchanging information by all involved. |
| COMMENT: |  |

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| **60 possible** |
| Staff encourage the DEVELOPMENT of infants throughout the day’s activities in a warm, nurturing, and positive environment. |
|  | Staff members are observed sitting and playing with infants, and encouraging their natural curiosity. |
| COMMENT: |  |
|  | Staff members are observed offering infants different choices throughout the day, including materials to create sensory stimulation. Examples might include: texture books, light-up toys, rattles, water play, pudding/jello finger painting, etc. Examples observed: |
| COMMENT: |  |
|  | Staff members allow infants uninterrupted time to explore, roll, walk and sit. Time spent in stationary equipment (swings, bouncers, etc.) is limited to 20 minutes per day. Walkers are not permitted. |
| COMMENT: |  |
|  | Staff members ensure infants feel secure by promptly caring for their needs. |
| COMMENT: |  |
|  | Staff members individualize the routine to meet the needs of each infant. Documentation of planning for individual needs must be written and observed. |
| COMMENT: |  |
|  | Staff members talk with, smile at and play with infants by providing a wide variety of activities. |
| COMMENT: |  |
|  | Infants are given the opportunity for “tummy time” floor play each day. |
| COMMENT: |  |
|  | Infants are in cribs only when sleeping.  |
| COMMENT: |  |
|  | Infants are placed in a variety of positions throughout the day. |
| COMMENT: |  |
|  | Infants with disabilities are included in the group and in most activities..  |
| COMMENT: |  |

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| **48 possible** |
| Staff encourage the SOCIAL AND EMOTIONAL DEVELOPMENT of infants throughout the day’s activities in a warm, nurturing and positive environment |
|  | Infants are cuddled and rocked on an individual basis. |
| COMMENT: |  |
|  | Infants are encouraged to interact with each other with staff nearby to promote safety. |
| COMMENT: |  |
|  | Staff members are available, comforting and respond immediately to the individual needs of the infants.  |
| COMMENT: |  |
|  | Staff members speak positively about physical characteristics, cultural heritage and gender of infants. |
| COMMENT: |  |
|  | Staff members encourage and model positive social interactions. |
| COMMENT: |  |
|  | Staff members adjust their interactions based on each individual infant’s temperament. |
| COMMENT: |  |
|  | Staff members consistently use positive encouragement, appropriate redirection and the practice of age appropriate social skills to assist the infants in developing socially and emotionally. |
| COMMENT: |  |
|  | Staff members position themselves strategically for optimum supervision during all parts of the day and routine. Examples might include: feeding times, diapering, etc. |
| COMMENT: |  |

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| **30 possible** |
| The flexible DAILY ROUTINE is simple and consistent based on individual needs of the infants. |
|  | Infants are provided with a balanced routine consisting of the following: indoor/outdoor, quiet/active, gross/fine motor, sensory and language daily. |
| COMMENT: |  |
|  | Staff members establish an ongoing verbal/written system for exchanging information about each child with his or her family. Examples include daily notes, parent information board, newsletters. |
| COMMENT: |  |
|  | A daily schedule is posted. The routine is predictable and planned for infants using large, flexible blocks of time. |
| COMMENT: |  |
|  | Staff members establish and follow individual routines to ensure continuity of care and encourage pleasant social interactions. |
| COMMENT: |  |
|  | A current weekly planning form is posted and visible. Planned activities reflect the center’s chosen curriculum, learning standards, and documentation of planning for individual needs. |
| COMMENT: |  |

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| **32 possible** |
| GROSS MOTOR |
|  | Staff members provide many opportunities for infants to practice and refine gross motor skills daily. |
| COMMENT: |  |
|  | Staff members provide a safe, open space for infants’ active, noisy play. |
| COMMENT: |  |
|  | Staff members provide non-mobile infants with a variety of gross motor activities daily. |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage reaching are accessible. Examples might include: wall hangings, crib gyms, mobiles, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage climbing are accessible. Examples might include: a slide, large cushions, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage pushing and pulling are accessible. Examples might include: push carts, wagons, stringed toys, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage crawling through/under are accessible. Examples might include: furniture, boxes, tunnels, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage cruising. Examples might include: low, stationary shelves, cribs, chairs, low tables, etc.  |
| COMMENT: |  |

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| **48 possible** |
| FINE MOTOR |
|  | Staff members provide many opportunities for infants to practice and refine fine motor skills daily. |
| COMMENT: |  |
|  | Staff members provide a quiet, comfortable space for infants to explore and manipulate materials. |
| COMMENT: |  |
|  | Staff members provide non-mobile infants with a variety of fine motor activities daily. |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage grasping. Examples might include: stuffed animals, rattles, squeeze toys, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate textured materials to encourage touching. Examples might include: textured books, textured boards, textured rattles and blocks, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage turning. Examples might include: nuts and bolts, telephone dials, toys with knobs, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage fitting together. Examples might include: snap beads, mega blocks, large star builders, nesting cups, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage filling and dumping. Beans, rice, corn, etc. are not appropriate for children of this age. |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage pounding. Examples might include: pounding benches with hammers, xylophones, drums, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage tracking. Examples might include: tracking mazes, action toys, any materials with moving parts, etc. |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage cause and effect. Examples might include: spin poppers, flip boxes, jack in the boxes, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) appropriate materials to encourage a target experience. Examples might include: knobbed puzzles, shape sorters, stacking rings, etc.  |
| COMMENT: |  |

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| **24 possible** |
| LANGUAGE DEVELOPMENT/LITERACY |
|  | Staff members encourage language development by reading age-appropriate books to infants for at least a total of 30 minutes throughout the day. This should be done in very short segments and individually. (In order to receive full credit, some reading must be observed during the observation.) |
| COMMENT: |  |
|  | Staff members talk to infants by describing what they are doing and what will happen next throughout the day.  |
| COMMENT: |  |
|  | Staff members maintain a good balance between listening and talking. |
| COMMENT: |  |
|  | Names of objects are frequently used when playing with infants. Staff members speak in sentences using actual names of objects. |
| COMMENT: |  |
|  | A minimum of twelve (12)age-appropriate (hard cardboard, cloth, plastic) books in good condition are accessible to the children with an additional six (6) books available to staff in the room.  |
| COMMENT: |  |
|  | A minimum of three (3) materials are available to encourage infants to look, talk and listen. Examples might include: unbreakable mirrors, puppets, dolls, telephones, musical instruments, sound bottles, rattles, etc.  |
| COMMENT: |  |

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| **16 possible** |
| MUSIC & MOVEMENT |
|  | Staff members provide musical experiences daily. Staff members engage in musical opportunities as they interact with infants, such as singing along with music being played, dancing, fingerplays, musical instruments etc.  |
| COMMENT: |  |
|  | Infants are exposed to a variety of age appropriate music including classical, popular children’s music and music of different cultures/languages daily. At least two (2) different types of music must be available in the classroom.  |
| COMMENT: |  |
|  | Music is played with a purpose, such as singing and/or dancing. Quiet/classical music may be used at naptime. Loud background music prevents children from hearing and using language.  |
| COMMENT: |  |
|  | A variety of age appropriate musical materials, including instruments, are accessible daily. There should be a minimum of one (1) musical instrument per child. |
| COMMENT: |  |

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| **36 possible** |
| The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the infants using it.  |
|  | The outdoor play time for infants is separated from the older children by schedule or fence. |
| COMMENT: |  |
|  | There is a method for the mobility and transporting of infants - wagons, strollers, bye-bye buggies, carriages, additional staff, etc. |
| COMMENT: |  |
|  | A developmentally appropriate outside surface such as washable quilts, carpet squares, sand, grass, etc. is provided for infants. |
| COMMENT: |  |
|  | Infants go outside daily. Infants are provided the opportunity for active outdoor play. Staff interact and play with them while outside.  |
| COMMENT: |  |
|  | A minimum of three (3) developmentally appropriate materials to practice infant’s gross motor skills are available outside. Examples might include: swinging, sliding, crawling, pushing/pulling, etc.  |
| COMMENT: |  |
|  | A minimum of three (3) developmentally appropriate materials to practice infant’s fine motor skills are available outside. Examples might include: rattles, books, small blocks, cause and effect, target experience, etc. |
| COMMENT: |  |

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| **30 possible** |
| PROFESSIONAL DEVELOPMENT |
|  | Staff members have access to age appropriate curriculum in the classroom. |
| COMMENT: |  |
|  | Staff members are familiar with and have a copy of the current Florida Learning and Developmental Standards in the classroom. |
| COMMENT: |  |
|  | Staff members keep all personal information about children and families confidential. |
| COMMENT: |  |
|  | Staff members continually evaluate their own performance to identify needs for professional growth. A self evaluation is completed yearly. |
| COMMENT: |  |
|  | Staff members and administrators promote the program mission and consult together frequently about the program, children and families. Staff meetings are held on a regular basis and sign in sheets for staff are included. The mission statement will be posted in the classroom. |
| COMMENT: |  |

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| **12 possible** |
| FAMILY INVOLVEMENT |
|  | Staff members involve every parent by seeking information about each family’s traditions and use this information in responding to the infants and for activity planning. (Scored by teacher interview.) |
| COMMENT: |  |
|  | Infants and parents are oriented to the program at the time of initial enrollment and when transferred to a different room. (Documentation required.) |
| COMMENT: |  |
|  | Intentional, scheduledparent conferences are held at least twice each year for each child. (Written documentation required.) |
| COMMENT: |  |

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| **4 possible** |
| CHILD ASSESSMENT |
|  | Staff members follow appropriate procedures of child observation by collecting information about each child. Portfolios are available for each individual infant. |
| COMMENT: |  |