 **CHILD CARE PROGRAM ASSESSMENT – PRESCHOOL**

***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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| **56 possible** | |
| HEALTH & SAFETY - The physical environment is safe and promotes appropriate health routines. | |
|  | All areas, equipment, shelving, and floors are cleaned and sanitized at least weekly or as needed. (Documentation is required.) |
| COMMENT: |  |
|  | There is a safe environment to prevent and reduce injuries. |
| COMMENT: |  |
|  | All cloth items (books, dress-up clothes, puppets, animals, etc.) are laundered weekly. (Documentation is required.) |
| COMMENT: |  |
|  | Hand washing supplies are available and accessible to the children. |
| COMMENT: |  |
|  | Staff members and children wash hands with running water and soap using appropriate handwashing procedures immediately upon arrival and after outdoor activities. |
| COMMENT: |  |
|  | Staff members and children wash their hands with running water and soap using appropriate handwashing proceduresimmediately after toileting. |
| COMMENT: |  |
|  | Staff members and children wash their hands with running water and soap using appropriate handwashing procedures immediately after nose wiping, coughing or sneezing. |
| COMMENT: |  |

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| **64 possible** | |
| NUTRITION - The physical environment is safe and promotes appropriate mealtime routines. | |
|  | Staff members and children wash hands with running water and soap using appropriate handwashing procedures immediately before and after meals, snacks or food experiences. |
| COMMENT: |  |
|  | Drinking water is available at all times, including outdoors, and is offered to children throughout the day. |
| COMMENT: |  |
|  | 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: |  |
|  | When children sit down at the tables, food is ready to be served. Food and drink are served together during the meal. |
| COMMENT: |  |
|  | Tables are sanitized using the 2 step process before and after all meals, snacks and food experiences. |
| COMMENT: |  |
|  | 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: |  |
|  | 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: |  |
|  | 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: |  |

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| **80 possible** | |
| The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children, and adults. | |
|  | Safe indoor environments and equipment with appropriate adult supervision are maintained. |
| COMMENT: |  |
|  | Adequate lighting, air flow and temperature are maintained. |
| COMMENT: |  |
|  | Areas for each child’s personal items are easily accessible. |
| COMMENT: |  |
|  | Cozy area(s) and space(s) for privacy and softness are available and away from noisy areas. |
| COMMENT: |  |
|  | Space is arranged and large enough so that children can work individually in small groups or in a large group. |
| COMMENT: |  |
|  | 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: |  |
|  | The sound of the classroom environment is primarily marked by pleasant conversation, spontaneous laughter and exclamations of excitement. |
| COMMENT: |  |
|  | All toys are in good working order and displayed on low, open shelves. Popular items are duplicated to avoid conflicts between preschoolers. |
| COMMENT: |  |
|  | Room items, equipment and shelves are labeled with pictures and words. |
| 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: |  |

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| **24 possible** | |
| Staff/child interaction encourages the COMMUNICATION of children throughout the daily activities in a warm and positive environment. | |
|  | 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: |  |
|  | Children are encouraged to talk to each other and exchange ideas. |
| COMMENT: |  |
|  | One-to-one staff/child interaction occurs during the day through open-ended questions and reflects back on what the child said. |
| COMMENT: |  |
|  | Greeting and departure interactions are a pleasant time for exchanging information by all involved. |
| COMMENT: |  |

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| **24 possible** | |
| Staff members encourage the DEVELOPMENT of preschoolers throughout the day’s activities in a warm and positive environment. | |
|  | Staff members support children’s attempts at becoming increasingly independent by encouraging self help skills: cleaning, dressing, problem solving and using social skills. |
| COMMENT: |  |
|  | Staff members facilitate play activities while moving around the room interacting with preschoolers. |
| COMMENT: |  |
|  | Children are encouraged by staff members to solve problems, initiate activities, explore, experiment, question and learn by doing. |
| COMMENT: |  |
|  | Children with disabilities are included in the group and in most activities. |
| COMMENT: |  |

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| **18 possible** | |
| Staff members use positive techniques in GUIDING THE CHILDREN’S BEHAVIOR. | |
|  | 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: |  |
|  | Staff members consistently use positive encouragement, appropriate redirection and the practice of age appropriate social skills. |
| COMMENT: |  |
|  | Staff members plan ahead to help prevent potential problems by evaluating the environment, the daily schedule and the available materials. |
| COMMENT: |  |

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| **30 possible** | |
| Staff teach and model appropriate CHARACTER DEVELOPMENT. | |
|  | Staff members help children develop skills used to play and interact with others appropriately. |
| COMMENT: |  |
|  | Staff members help children to understand their feelings and those of others. |
| COMMENT: |  |
|  | 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: |  |
|  | Staff members stop child on child teasing or rejecting behavior through discussion of the concept of similar/different. |
| COMMENT: |  |
|  | Staff members speak positively about physical characteristics, cultural heritage and gender of children. |
| COMMENT: |  |

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| **36 possible** | |
| The DAILY ROUTINE encourages play, exploration, and learning. | |
|  | The children’s daily routine includes the following: outdoor/indoor, quiet/active, individual, small/large group and child initiated learning center activities. |
| COMMENT: |  |
|  | 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: |  |
|  | Staff members respond to children’s cues for direction of activity. |
| COMMENT: |  |
|  | 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: |  |
|  | 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. Alternate activities are available. If children are actively engaged, circle time can be extended. |
| COMMENT: |  |
|  | Staff members conduct smooth transitions between activities by providing advance notice of transitions and an explanation of what happens next. There is no long wait (four (4) minutes or more) between activities. |
| COMMENT: |  |

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| **20 possible** | |
| WEEKLY PLANNING reflects developmentally appropriate activities which are based on the children’s interests and abilities. | |
|  | The weekly planning form is current, visible, and followed with evidence of planned activities.Standards are listed. |
| COMMENT: |  |
|  | The weekly lesson plan reflects evidence of planned activities that follow the program’s chosen research-based curriculum, learning standards, and documentation of planning for individual needs. |
| COMMENT: |  |
|  | 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: |  |
|  | The use of planned media such as television and videotapes is limited to developmentally appropriate programming and is used for no more than 20 minutes per day. No child is required to watch the program. Alternate activities are available. |
| COMMENT: |  |
|  | Computer use is limited to 15 minutes per child per day*.* |
| COMMENT: |  |

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| **32 possible** | |
| LANGUAGE DEVELOPMENT/LITERACY | |
|  | 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: |  |
|  | Dictations are dated and displayed at child’s eye level, allowing children to see their words in print. Examples might include: experience charts, group stories, children’s artwork. Dictation will be dated within the month. Two examples: |
| COMMENT: |  |
|  | The classroom is print-rich with a variety of literacy materials such as: classroom charts, stories, songs and children’s attempts at writing and illustrating. |
| COMMENT: |  |
|  | Books and/or writing materials of various types are available in all defined centers. |
| COMMENT: |  |
|  | Twenty (20) books for a group of fifteen (15) children and one (1) for each additional child enrolledwill be available and in good repair. A minimum of eight (8) books will be displayed with their covers showing. |
| COMMENT: |  |
|  | Props for retelling stories are accessible to the children daily. Examples might include: puppets, dolls, flannel boards and accessories, telephones, etc. |
| COMMENT: |  |
|  | Space and materials for listening are accessible to the children daily. Examples might include: see and says, electronic equipment, sound bottles, etc. |
| COMMENT: |  |
|  | There is a variety of materials accessible daily to promote independent writing. Examples might include: chalk and chalk boards, paper, crayons, large pencils, markers, magic writers, etc. |
| COMMENT: |  |

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| **20 possible** | |
| SCIENCE | |
|  | Staff members use every day events and opportunities for children to learn and inquire about life sciences, the earth and the environment. |
| COMMENT: |  |
|  | Children are encouraged to explore, investigate and discover science materials. Evidence of this must be observed to receive full credit. |
| COMMENT: |  |
|  | 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: |  |
|  | 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: |  |
|  | 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: |  |

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| **20 possible** | |
| BLOCKS | |
|  | Blocks and accessories are organized and sorted by type. (Items that interlock, such as legos and bristle blocks are considered fine motor materials.) |
| COMMENT: |  |
|  | Block shelves are clearly labeled to show where each shape goes. |
| COMMENT: |  |
|  | Staff members allow enough space (out of traffic flow) for at least 3-4 children to build comfortably. |
| COMMENT: |  |
|  | At least one hundred (100) wooden unit blocks are accessible to the children. At least one (1) other type of block is available. Examples include homemade blocks and cardboard blocks. |
| COMMENT: |  |
|  | Props for transporting and creating scenes such as: trucks, cars, buildings, people, animals, etc. are accessible. |
| COMMENT: |  |

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| **16 possible** | |
| MATH | |
|  | 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: |  |
|  | Items are available to sort into sub groups that vary by one or two attributes. |
| COMMENT: |  |
|  | 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: |  |
|  | Materials for children to measure and weigh are available. Examples might include: measuring cups/ spoons, scales w/items, tape measures, rulers,etc. |
| COMMENT: |  |

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| **8 possible** | |
| FINE MOTOR/MANIPULATIVES | |
|  | Two types of interlocking materials are accessible. Examples might include: duplos, star builders, legos, Lincoln logs, erector sets, etc. |
| COMMENT: |  |
|  | A minimum of three fine motor manipulatives are available. Examples might include: lacing cards, stringing beads, nuts & bolts, pegs and pegboards, Mr.Potato Head, puzzles, etc. |
| COMMENT: |  |

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| **16 possible** | |
| SAND & WATER PLAY | |
|  | There is a sufficient amount of clean sand and/or fresh water accessible daily. |
| COMMENT: |  |
|  | There is a variety of props available. A minimum of three (3). |
| COMMENT: |  |
|  | Staff members ensure children’s hands are washed before and after sand and/or water play with running water and soap using appropriate handwashing procedures |
| COMMENT: |  |
|  | Smocks and cleaning supplies are readily available. |
| COMMENT: |  |

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| **28 possible** | |
| DRAMATIC PLAY | |
|  | Dramatic play is set-up to develop cooperative play skills such as: sharing, caring, helping and acting out family roles. |
| COMMENT: |  |
|  | Staff set-up dramatic play based on the number of children and relevant background experiences of the children. |
| COMMENT: |  |
|  | Staff members facilitate, support and extend the dramatic play experience with enough time, space and props for a quality play experience. |
| COMMENT: |  |
|  | 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. Props might include pots/pans, utensils, dishes, play food. |
| COMMENT: |  |
|  | 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: |  |
|  | 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: |  |
|  | 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: |  |

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| **32 possible** | |
| ART | |
|  | Staff members plan and facilitate process oriented activities which allow children to express their creativity. |
| COMMENT: |  |
|  | Children are allowed enough time and a variety of materials for exploration daily. |
| COMMENT: |  |
|  | There is evidence of daily use of creative materials. Artwork is current (dated within the month). |
| COMMENT: |  |
|  | The easel is set-up with painting materials so that children can use them independently on a daily basis. |
| COMMENT: |  |
|  | At least three (3) types of materials to encourage drawing are accessible. Examples include crayons, pencils, markers, colored pencils, chalk, dry erase boards and markers, chalk boards and a variety of paper. |
| COMMENT: |  |
|  | At least three (3) types of materials to encourage cutting and pasting are accessible. Examples include scissors, paper, magazines. |
| COMMENT: |  |
|  | At least three (3) types of materials to encourage painting, molding and smearing are accessible. Examples include finger paints, tempera paints, water color paints, paint brushes and paper. |
| COMMENT: |  |
|  | Children’s hands are to be washed with running water and soap using appropriate handwashing procedures before and after the use of playdough, finger-paint, etc. |
| COMMENT: |  |

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| **20 possible** | |
| MUSIC & MOVEMENT | |
|  | 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 three (3) types of music are 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: |  |
|  | There is time and space daily for dancing, movement activities, singing and listening to CD’s/tapes. |
| COMMENT: |  |
|  | There is a variety of musical materials including instruments and dance props accessible daily. |
| COMMENT: |  |
|  | There will be enough musical instruments for at least ½ of the children to use during an activity. |
| COMMENT: |  |

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| **30 possible** | |
| The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it. | |
|  | Safe outdoor environments and equipment with appropriate staff member interaction, play, and supervision will be maintained. |
| COMMENT: |  |
|  | Staff members interact and play with children on a daily basis while outside. |
| COMMENT: |  |
|  | Materials are used daily and provide a variety of gross motor skills. Examples might include: throwing, riding, climbing, sliding, running, swinging, etc. |
| COMMENT: |  |
|  | There are at least two (2) types of creative art offered outside daily. Examples might include: fence/easel painting, paper and crayons, music/movement, bubbles, sidewalk chalk, etc. |
| COMMENT: |  |
|  | There are at least two (2) 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: |  |

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| **30 possible** | |
| PROFESSIONAL DEVELOPMENT | |
|  | Staff members have access to a copy of their approved (age appropriate) curriculum book in the classroom. |
| COMMENT: |  |
|  | Staff members are familiar with and have a copy of the current Florida Learning and Developmental Standardsin 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 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 is posted in the room. |
| COMMENT: |  |

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| **16 possible** | |
| FAMILY INVOLVEMENT | |
|  | 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: |  |
|  | 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: |  |
|  | Children and parents are oriented to the program at the time of initial enrollment and when the child changes rooms. (Written documentation required.) |
| COMMENT: |  |
|  | Intentional, scheduled parent conferences are held at least twice each year for all children*.*  (Documentation must be observed.) |
| COMMENT: |  |

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| **4 possible** | |
| CHILD ASSESSMENT | |
|  | There is evidence of continuing observation, recording, and evaluation of each child’s growth and development. Portfolios are available for individual children. |
| COMMENT: |  |