 **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. | |
|  | The provider expresses respect for and affection toward children by smiling and speaking to children at their eye level throughout the day. |
| COMMENT: |  |
|  | 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: |  |
|  | 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: |  |
|  | The provider speaks in sentences using actual names of objects. |
| COMMENT: |  |
|  | 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. | |
|  | The provider acknowledges children’s attempts to communicate and follows through appropriately. |
| COMMENT: |  |
|  | The provider facilitates play activities while moving around the room interacting with children. |
| COMMENT: |  |
|  | While infants and toddlers are awake, provider talks with, holds, smiles at and plays with them. |
| COMMENT: |  |
|  | Children are encouraged by the provider to solve problems, initiate activities, explore, experiment and learn by doing. |
| COMMENT: |  |
|  | 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. | |
|  | The provider consistently uses positive encouragement, appropriate redirection and the practice of age appropriate social skills. |
| COMMENT: |  |
|  | The provider plans ahead to help prevent potential problems by evaluating the environment and daily schedule. |
| COMMENT: |  |
|  | The provider demonstrates an understanding of child development and is realistic in their expectations of children’s behavior. |
| COMMENT: |  |
|  | All guidance and discipline is age appropriate and positive. |
| COMMENT: |  |

|  |  |
| --- | --- |
| **30 possible** | |
| The provider teaches and models appropriate CHARACTER DEVELOPMENT. | |
|  | The provider encourages positive social behaviors in children and helps children to understand their feelings and those of others. |
| COMMENT: |  |
|  | 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: |  |
|  | The provider speaks positively about physical characteristics, cultural heritage and gender of the children. |
| COMMENT: |  |
|  | The provider is available to comfort and respond quickly to the individual needs of the children. |
| COMMENT: |  |
|  | 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. | |
|  | All equipment indoors and outdoors is safe for the abilities of the children who use it. |
| COMMENT: |  |
|  | Special cozy area(s) offering privacy, softness, and sound absorbing materials are available away from noisy areas. |
| COMMENT: |  |
|  | 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: |  |
|  | Room items, equipment and shelves are labeled with pictures and words. |
| COMMENT: |  |
|  | Infants and toddlers are given the freedom and space to explore freely, crawl and stand. |
| COMMENT: |  |
|  | School agechildren have a place to use materials and do homework without interference from younger children. |
| COMMENT: |  |
|  | The arrangement of space and materials are balanced to meet the needs of the children. |
| 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: |  |

|  |  |
| --- | --- |
| **54 possible** | |
| The DAILY ROUTINE encourages play, exploration, and learning. | |
|  | 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: |  |
|  | 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: |  |
|  | Written lesson plan is current, visible and followed. Activities are appropriate for the ages of children served. Learning Standards are listed. |
| COMMENT: |  |
|  | There is evidence that each individual child’s developmental needs are being met according to their Individual schedules. |
| COMMENT: |  |
|  | The provider conducts smooth transitions between activities by providing advance notice of transitions and explaining what happens next. Wait time is limited to four minutes or less between activities. |
| COMMENT: |  |
|  | Children are provided hands-on learning activities with materials relevant to their own life experiences. Dittos and pre-drawn shapes are not appropriate. |
| COMMENT: |  |
|  | 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. Alternateactivities available. TV is acceptable during food preparation. Computer and video game usage is limited to children three and older. |
| COMMENT: |  |
|  | 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: |  |
|  | Each individual child is engaged by the provider frequently throughout the day. |
| COMMENT: |  |

|  |  |
| --- | --- |
| **12 possible** | |
| GROSS MOTOR | |
|  | 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: |  |
|  | Provider provides a safe, open space for children’s active, noisy play. |
| COMMENT: |  |
|  | 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 | |
|  | 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: |  |
|  | Provider provides a quiet comfortable space for children to explore and manipulate materials. |
| COMMENT: |  |
|  | Provider provides non-mobile infants with a variety of fine motor activities daily. |
| COMMENT: |  |

|  |  |
| --- | --- |
| **20 possible** | |
| LANGUAGE/LITERACY | |
|  | 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: |  |
|  | Provider talks to all children by describing what they are doing and what will happen next throughout the day. |
| COMMENT: |  |
|  | Provider uses everyday conversations with children to enrich and expand their vocabulary. |
| COMMENT: |  |
|  | A minimum of age appropriate books in good condition are accessible to the children as follows: Infants four (4), toddlers six (6), two-year olds eight (8), Preschoolers twelve (12), School-age children (15) fifteen. Books for infants, toddlers, and two year olds should be cloth, plastic, or hard cardboard. |
| COMMENT: |  |
|  | 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 | |
|  | Provider uses everyday events and opportunities for children to learn about life sciences, the earth and the environment. Evidence of this must be observed to receive full credit. |
| COMMENT: |  |
|  | Children are encouraged to explore, investigate and discover science materials. Evidence of this must be observed to receive full credit. |
| COMMENT: |  |
|  | 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 | |
|  | 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: |  |
|  | 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: |  |
|  | 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 | |
|  | Blocks and accessories are stored on low shelves to promote independent use. (Items that interlock, such as legos and bristle blocks, are considered fine motor materials.) |
| COMMENT: |  |
|  | 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 | |
|  | Provider encourages children to express their creativity through the appropriate use of materials. |
| COMMENT: |  |
|  | Provider allows enough time and variety of materials for children to do art activities that are process oriented. Dittosand pre-drawn shapes are not appropriate. |
| COMMENT: |  |
|  | There is evidence of daily use of creative materials. Artwork is current (dated within the month). |
| COMMENT: |  |
|  | 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: |  |
|  | Children’s hands are washed with running water and soap using appropriate handwashing proceduresbefore and after playdough, finger-paint, etc. |
| COMMENT: |  |

|  |  |
| --- | --- |
| **24 possible** | |
| DRAMATIC PLAY | |
|  | 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: |  |
|  | Provider facilitates, supports, and provides enough time, space and props to extend the dramatic play experience. |
| COMMENT: |  |
|  | A home-like house corner is present, using child-sized furniture as a basis and expanded upon by adding props and furniture. Props may include pots/pans, utensils, dishes, play food. |
| COMMENT: |  |
|  | Multi-cultural dolls and doll care items are available. Examples might include: bottles, diapers, high chair, strollers, bowls, spoons, etc. Items observed: |
| COMMENT: |  |
|  | Dress-up clothes that represent both genders are available. Examples might include: purses, bags, briefcases, shirts, vests, dresses, etc. A minimum of three (3) items for each gender should be available. Items observed: |
| COMMENT: |  |
|  | Dress-up clothes and accessories that represent a variety of occupations are available. A minimum of three (3) items should be available. Examples might include: costumes for firefighter, nurse, doctor, postal worker, construction worker, etc. Items observed: |
| COMMENT: |  |

|  |  |
| --- | --- |
| **16 possible** | |
| SAND AND 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) items available. Items observed: |
| COMMENT: |  |
|  | Provider ensures children’s hands are washed with running water and soap using appropriate handwashing proceduresbefore and after sand and/or water play. |
| COMMENT: |  |
|  | Smocks and cleaning supplies are readily available. |
| COMMENT: |  |

|  |  |
| --- | --- |
| **16 possible** | |
| MUSIC AND MOVEMENT | |
|  | Children are exposed to a variety of age appropriate music daily. Examples might include: classical, popular children’s music and music of different cultures/languages. At least two (2) different types should be available. Types of music observed: |
| 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: |  |
|  | The provider provides time and space daily for dancing, movement activities, singing and listening to CD’s/tapes. |
| COMMENT: |  |
|  | A variety of music materials for all age groups including instruments (at least one (1) per child)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. | |
|  | The provider interacts and plays with children on a daily basis during outside time. |
| COMMENT: |  |
|  | 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: |  |
|  | There are at least two types of creative art offered outside daily. Examples might include: painting, coloring, bubbles, music/movement, etc. Items observed: |
| COMMENT: |  |
|  | 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 two (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. | |
|  | All areas, equipment, floors and toys are cleaned and sanitized at least weekly or as needed. Documentation is required. |
| COMMENT: |  |
|  | Cloth items such as puppets, dress up clothes, cloth books, etc. are laundered weekly. Documentation is required. |
| COMMENT: |  |
|  | The provider provides a safe environment to prevent and reduce injuries. |
| COMMENT: |  |
|  | 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: |  |
|  | Each infant’s bottle and/or pacifier is labeled with the infant’s full name. |
| COMMENT: |  |
|  | Safe sleeping practices are maintained with infants placed on their backs to sleep unless a physician’s note advises otherwise. |
| COMMENT: |  |
|  | Prompt attention is given to diaper changes, soiled clothing, and cleaning of faces and hands. |
| COMMENT: |  |
|  | Bottles are never placed in cribs or propped at any time. |
| COMMENT: |  |
|  | Bottles are never microwaved. |
| COMMENT: |  |
|  | Medication in bottles is not appropriate. |
| COMMENT: |  |
|  | Highchairs are sanitized using the 2 step process before and after each use. Children are appropriately secured in highchairs. Individual feeding utensils are used. |
| COMMENT: |  |
|  | Bottles are refrigerated immediately upon arrival. The unused portion of the bottle is disposed of at the end of each feeding. |
| COMMENT: |  |
|  | The provider and children wash their hands with running water and soap using appropriate handwashing procedures immediately before and after meals, snacks and food experiences. |
| COMMENT: |  |
|  | The provider and children wash their hands with running water and soap using appropriate handwashing procedures immediately after diapering/toileting. |
| COMMENT: |  |
|  | 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: |  |
|  | The diaper changing mat is sanitized using the 2-step process after each individual use. Disinfectant spray and wipes are not acceptable. The bleach/water bottle must be labeled. |
| COMMENT: |  |
|  | Provider will play gently with the infants, being careful of sudden movements that could injure the head and neck. |
| COMMENT: |  |
|  | The provider and children wash their hands with running water and soap using appropriate handwashing procedures immediately after nose wiping, coughing and sneezing. |
| COMMENT: |  |
|  | The provider and children wash their hands with running water and soap using appropriate handwashing procedures upon entering the program and after outside activities. |
| COMMENT: |  |
|  | 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: |  |
|  | The provider establishes a relaxed mealtime routine that makes eating pleasant for each child. |
| COMMENT: |  |
|  | Children are part of the group and are not sitting alone at mealtime. 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 washed using the 2 step sanitation process before and after meals and snacks. |
| COMMENT: |  |
|  | Mouthed toys are picked up immediately and set aside in a marked container for sanitizing. |
| COMMENT: |  |
|  | 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: |  |
|  | Food and allergy lists are posted where they are readily visible, confidential and followed. If no known allergies exist, document by writing “NONE”. |
| COMMENT: |  |
|  | 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 | |
|  | The provider is familiar with and has a copy of their curriculum book. |
| COMMENT: |  |
|  | The provider is familiar with and has a copy of the current Florida Learning and Developmental Standards in the classroom. |
| COMMENT: |  |
|  | The provider keeps all personal information about children and families confidential. |
| COMMENT: |  |
|  | The provider continually evaluates his/her own performance to identify needs for professional growth. A self evaluation is completed yearly. |
| COMMENT: |  |

|  |  |
| --- | --- |
| **24 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: |  |
|  | The provider greets family members personally each day and speaks positively about children and their families. |
| COMMENT: |  |
|  | 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: |  |
|  | Children and parents are oriented to the program at time of enrollment. (Written documentation required.) |
| COMMENT: |  |
|  | Intentional, scheduledparent conferences are held at least twice each year for each child. (Written documentation required.) |
| COMMENT: |  |
|  | An open door policy is posted for parents. Parents are given the opportunity to be involved in the program. |
| COMMENT: |  |

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