

	Training Record / Log
	Ongoing Assessments
	Character Education
	DAP/Lesson Plans
C-Compliance	NC-Non-Compliance



Time in	
Time out	
# Provider	
# Children	
Score	

Program Review for Infants and Toddlers

Provider: _____ Teacher: _____ Date _____

Address: _____ Phone: _____

Total Enrollment in: ___ Center ___ FCCH ___ LFCCH Age Group: ___ Infants ___ Toddlers

ENVIRONMENT		Circle highest level achieved		
1	0. The indoor environment provides insufficient open space. 2. The indoor environment provides sufficient open space for all children and adults. 4. The indoor environment provides ample open space for all children and adults. Comment:	0	2	4
2	0. There are less than two pieces of artwork or child-related pictures or posters displayed where children spend most of the day. 2. At least two pieces of artwork or child-related pictures or posters are displayed where children spend most of the day. 4. At least five pieces of artwork and materials related to children in the group (e.g., photos, birthday board, growth chart, charting, dictation) are displayed where children spend most of the day, with at least two pieces at the child's eye level. Comment:	0	2	4
3	0. The environment is not clean (e.g., materials, shelves, floors, carpet are dusty/soiled) or is in need of repair. 2. The environment is reasonably clean and in good repair. 4. The environment is clean and most mouthed toys are removed and sanitized. Comment:	0	2	4
4	0. Soft items (furnishings or toys) are not accessible to the children. 2. Soft items (furnishings or toys) are accessible to all children. 4. Substantial softness (furnishings and toys) is accessible for much of the day. Comment:	0	2	4
5	0. The play area is not well lit. 2. There is enough light from lighting fixtures or natural light to allow the Provider and children to use books and small toys without eye strain. 4. There is some natural light from windows, doors, or skylights. Comment:	0	2	4
6	0. There are insufficient routine furnishings for the children enrolled. 2. There are sufficient routine furnishings for feeding, sleeping, and diapering. 4. Sufficient, sturdy, and appropriately-sized routine furnishings are available for the capacity of children. Comment:	0	2	4
2 x _____ = _____ 4 x _____ = _____ + _____ ÷ Number of items scored _____ = _____ ENVIRONMENT SCORE				



ACTIVITIES		Circle highest level achieved		
1	<p>FINE MOTOR</p> <p>0. There are no developmentally appropriate materials accessible. 2. There are some developmentally appropriate materials accessible to all children. 4. A variety of developmentally appropriate materials (e.g., shaking, grasping, fill & dump pounding, turning, tracking, fitting things together, cause & effect, stacking, matching, nesting, sorting) are organized, complete, and accessible for much of the day.</p> <p>Comment:</p>	0	2	4
2	<p>DRAMATIC PLAY</p> <p>0. There are no developmentally appropriate materials accessible. 2. There are some developmentally appropriate materials, accessible to all children. 4. A variety of developmentally appropriate materials (e.g., dolls, accessories, soft animals, telephones, kitchen appliances, dishes, pots/pans, play foods, second theme) are organized, complete and accessible for much of the day.</p> <p>Comment:</p>	0	2	4
3	<p>BLOCKS</p> <p>0. There are no developmentally appropriate blocks accessible to the children. 2. Developmentally appropriate blocks and some accessories are accessible to all children over 12 months. 4. Blocks and a variety of accessories (e.g., animals, figures, vehicles) are organized, stored together, and accessible for much of the day.</p> <p>Comment: <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
4	<p>SCIENCE/NATURE</p> <p>0. There are no developmentally appropriate materials accessible. 2. There are some developmentally appropriate materials on low shelves, accessible to all children. 4. A variety of developmentally appropriate materials (e.g., sensory materials, animal/nature pictures/books/puzzles, plastic animals, living things, nature items) are organized, complete and accessible for much of the day.</p> <p>Comment:</p>	0	2	4
5	<p>ART</p> <p>0. There are no developmentally appropriate materials available for use by the children. 2. Some developmentally appropriate materials (e.g., markers, crayons, plain paper, paint, play dough and accessories) are available for use by the children. 4. A variety of developmentally appropriate materials are used at least three times weekly and most activities promote individual expression.</p> <p>Comment: <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
6	<p>BOOKS</p> <p>0. There are no developmentally-appropriate books accessible. 2. Some developmentally appropriate books are accessible to all children and most are in good repair. 4. A variety of books (e.g., fiction, non-fiction, nature/science, races/cultures) are accessible for much of the day and some are displayed in an inviting manner so children can see the covers.</p> <p>Comment:</p>	0	2	4



7	<p>MUSIC</p> <p>0. Music materials are not accessible or music activities are not offered. 2. Some music materials (e.g., rattles, shakers, music toys, instruments, props) are accessible to all children and at least two developmentally appropriate music activities occur daily (e.g., listening, singing, movement, dancing). 4. A variety of materials are accessible and children are encouraged to explore music materials. Comment:</p>	0	2	4
8	<p>FLUID PLAY (Sand, water, or other materials that children can easily pour or dig)</p> <p>0. Developmentally appropriate fluid play is not available. 2. Developmentally appropriate fluid play and some accessories are available to children at least weekly. 4. Developmentally appropriate fluid play and a variety of accessories (e.g., funnels, pails, sifters, spoons, scoops, shovels, molds, rakes, pots, pans, measuring cups, toys) are available to children daily. Comment: <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
9	<p>MEDIA (TELEVISION, COMPUTER, AND VIDEOS)</p> <p>0. Media is used daily. 2. Media is used sometimes. 4. Media is never used. Comment:</p>	0	2	4
10	<p>DIVERSITY (Age, Race, Cultures, Abilities, and Gender Roles)</p> <p>0. There are no materials accessible. 2. There are some materials accessible to all children. 4. A variety of diversity is represented in materials (e.g., books, dolls, figures, puzzles, display, play food, music, dress-up). Comment:</p>	0	2	4
<p>2 x ____ = ____ 4 x ____ = ____ + ____ ÷ Number of items scored ____ = _____ ACTIVITIES SCORE</p>				
PROGRAM				Circle highest level achieved
1	<p>0. All School Readiness (SR) children have not been assessed or there is no plan in place to assess SR children with an ongoing assessment tool. 2. All SR children have been assessed or there is a plan in place to assess SR children. 4. Ongoing assessments are in place for all children in care for more than thirty days. Comment:</p>	0	2	4
2	<p>0. A schedule is not posted. 2. A written schedule with a balance of activities is posted. 4. A visual schedule is posted at the child's eye level to encourage children to be aware of the sequence of activities. Individualized schedules include visuals of daily activities. Comment:</p>	0	2	4



3	<p>0. Indoor free choice is available for less than one hour in the morning.</p> <p>2. Indoor free choice is available for at least one hour in the morning when most children are present and some indoor free choice is available in the afternoon.</p> <p>4. Indoor free choice is available for much of the day (1/3 of the time children are in care).</p> <p>Comment:</p>	0	2	4
4	<p>0. A weekly lesson plan with appropriate activities is not in place.</p> <p>2. A weekly lesson plan with appropriate activities (e.g., character education, literacy, art, fine motor, gross motor, music/movement, sensory) is in place.</p> <p>4. The lesson plan is current (dated) and being followed.</p> <p>Comment:</p>	0	2	4
5	<p>0. Provider did not read to the children.</p> <p>2. Provider read to the children at least once.</p> <p>4. Provider read two or more books to the children, with at least one informal reading experience for individuals or small groups during free choice time.</p> <p>Comment:</p>	0	2	4
6	<p>0. Large group activities are inappropriate or awake children are restricted to one area for a long time.</p> <p>2. Large group activities are appropriate (limited to short periods, interactive, participation is not required) and awake children are not restricted to one area for a long time.</p> <p>4. Alternate activities are available for any child who is not interested in participating in large group activities.</p> <p>Comment:</p>	0	2	4
7	<p>0. Parents and children are not greeted upon arrival.</p> <p>2. Parents and children are sometimes greeted.</p> <p>4. Parents and children are always greeted and information is shared with parents.</p> <p>Comment:</p> <p style="text-align: center;"><i>(Full credit is given if greetings are not observed.)</i></p>	0	2	4
8	<p>0. Each child's basic needs are not met in a timely manner.</p> <p>2. Each child's basic needs are met in a timely manner.</p> <p>4. Provider usually responds appropriately to each child's basic needs (e.g., hunger, sleep, hand washing, diapering, nose-wiping, crying).</p> <p>Comment:</p>	0	2	4
9	<p>0. Most feeding practices are inappropriate.</p> <p>2. Most feeding practices are appropriate (e.g., USDA guidelines are followed, tables/trays are cleaned and sanitized, children wash hands before meals, staff wash hands before feeding, children are not standing/walking while eating or drinking).</p> <p>4. All feeding practices are appropriate.</p> <p>Comment:</p>	0	2	4
10	<p>0. Children wait with nothing to do for more than a few minutes before meals.</p> <p>2. Transition activities (e.g., conversations, singing, or other activities) are provided while children wait before meals.</p> <p>4. Provider remains in close proximity and engages with the children during meals and snacks (e.g., makes eye contact, names foods, talks to infants, encourages toddlers to talk, develops self-help skills) and sits with the children when possible.</p> <p>Comment:</p>	0	2	4



11	0. The nap/rest schedule is inappropriate. 2. The nap/rest schedule is appropriate (children can rest when they're tired). 4. Early risers or non-napping children are allowed out of cribs/cots to engage in a variety of quiet activities. Comment:	0	2	4
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2 x ____ = ____

4 x ____ = ____

+ ____ ÷ Number of items scored ____ = _____ **PROGRAM SCORE**

OUTDOOR PLAY	Circle highest level achieved
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1	0. Outdoor gross motor play is not provided daily. 2. Children participate in outdoor gross motor play daily, weather permitting. 4. During inclement weather, gross motor activities are provided indoors. Comment:	0	2	4
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2	0. The outdoor play area does not provide appropriate equipment and materials. 2. The outdoor play area provides appropriate equipment and materials (e.g., pad/blanket, balls, push/pull toys, riding/rocking toys, climber, tunnel, swings; all in good repair). 4. The outdoor play area provides a variety of skills. (e.g., climbing, crawling, rocking, ball play, pushing/pulling, swinging, riding, balancing). Comment:	0	2	4
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3	0. Adequate outdoor supervision is not provided. 2. Adequate outdoor supervision is provided. 4. Provider moves around the outdoor play area to prevent dangerous situations. Comment: <i>(Item is not scored if outdoor play is not observed.)</i>	0	2	4
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2 x ____ = ____

4 x ____ = ____

+ ____ ÷ Number of items scored ____ = _____ **OUTDOOR SCORE**

INTERACTION	Circle highest level achieved
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1	0. Children experience an impersonal or negative climate (e.g., time-out warnings, threats to report behavior to a parent, irritability, anger, harsh voice, lack of respect). 2. Children experience some warm and responsive physical attention during the day (e.g., hugs, smiles, laughter, eye contact, high-fives). 4. Provider speaks with and responds to all children in a friendly, nurturing, and supportive manner throughout the day. Comment:	0	2	4
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2	0. Provider does not promote self-help skills. 2. Provider offers direction for self-help skills (e.g., accessing materials, eating, labeling, visual cues, dressing, cleaning-up, toileting). 4. Provider consistently expands on direction with appropriate guidance to promote self-help skills. Comment:	0	2	4
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3	<p>0. Provider does not acknowledge children’s efforts and ideas. 2. Provider acknowledges and encourages children’s efforts and ideas with verbal and non-verbal responses. 4. Provider consistently uses descriptive praise and encouragement to acknowledge children’s efforts and ideas (e.g., “Wow! You rolled over all by yourself!” “You must be proud of yourself for _____”). Comment:</p>	0	2	4
4	<p>0. Provider shows little respect for children. 2. Provider shows respect for children by treating them fairly, making eye contact, and listening attentively to their vocalizations. 4. Provider encourages a culture of friendship among the children. Comment:</p>	0	2	4
5	<p>0. Positive peer interaction is not encouraged. 2. Positive peer interaction is encouraged (e.g., placing infants near each other, modeling, encouraging cooperation, helping, taking turns). 4. Peer interaction is usually positive. Comment:</p>	0	2	4
6	<p>0. Provider does not move around and actively engage with children throughout the day. 2. Provider moves around and actively engages with children throughout the day (e.g., showing interest, enthusiasm, affection, appreciation). 4. Provider actively engages with all children during the day. Comment:</p>	0	2	4
7	<p>0. Supervision of the children is inadequate. 2. Adequate supervision is provided to protect children’s safety. 4. Careful supervision of the children is provided. Provider can see all children at a glance with minimal lapses. Comment:</p>	0	2	4
8	<p>0. Expectations are not realistic or based on the children’s developmental level or ability (e.g., children are made to share, wait for long periods, or say “I’m sorry,”). 2. Most expectations are developmentally appropriate. 4. All expectations are developmentally appropriate. Comment:</p>	0	2	4
9	<p>0. Provider uses punitive discipline methods (e.g., yelling, physical control, time-out warnings, threats to report behavior to a parent or another adult). 2. Provider uses positive techniques to support behavior (e.g., smiling, redirection, noticing and verbally reinforcing appropriate behavior, verbal cues: Your feet are safest on the floor, non-verbal cues: sign language, gestures, eye contact, visuals cues: pictures, scripted stories). 4. Provider consistently uses positive techniques to support behavior. Comment:</p>	0	2	4

2 x ____ = ____

4 x ____ = ____

+ ____ ÷ Number of items scored ____ = _____

INTERACTION SCORE



LANGUAGE		Circle highest level achieved		
1	0. Limited language experiences are provided. 2. A moderate amount of positive communication with children occurs daily. 4. Provider uses a wide range of simple words to communicate with children (e.g., names objects/actions, uses descriptive words). Comment:	0	2	4
2	0. Provider rarely responds to children's communication. 2. Provider communicates with all children through words, gestures, and/or sign-language. 4. Provider imitates infant's sounds, repeats and interprets what toddlers say, and adds words to actions throughout the day. Comment:	0	2	4
3	0. Provider does not ask simple questions. 2. Provider asks some simple questions to encourage children's responses (What color is your shirt? Do you want the ball? Where's your nose?). 4. Provider asks simple questions throughout the day. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \text{Number of items scored } \underline{\quad} = \underline{\quad}$				
LANGUAGE SCORE				
Environment	_____			
Activities	_____			
Program	_____			
Outdoor Play Area	_____			
Interaction	_____			
Language	_____			
Add All Scores	_____	$\div 6 = \underline{\quad}$ TOTAL SCORE		

0.00 – 1.99	Inadequate
2.00 – 2.99	Needs Improvement
3.00 – 3.49	Meets Coalition Standards
3.50 – 4.00	Exceeds Coalition Standards

