

Consultant: Anne Farrell	Phone: (416) 392-8171	Email: afarrel@toronto.ca
Visit Id: 76038	Visit Date: 17-OCT-2014	Assessed By: Natasa Varmuza
Location Id: 1193	Location Name: Childspace 1	

Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	6890		1	Daily And Visual Schedules	3	Daily Schedule is not posted	No
						Visual Schedule is not accessible to the children	No
						Time is not planned for different learning experiences/learning periods	No
						A daily schedule is posted that indicates time is planned for: Outdoor play	Yes
						A daily schedule is posted that indicates time is planned for: Indoor play	Yes
						A daily schedule is posted that indicates time is planned for: Child and Staff initiated learning experiences	Yes
						A daily schedule is posted that indicates time is planned for: Time to meet children's physical needs	Yes
			Visual Schedule is accessible to the children	Yes			
			Daily Schedule balances between structure and flexibility	Yes			
			Alternate arrangements are indicated on the Daily Schedule	No			
			Daily Schedule is seasonally adjusted	No			
			Visual Schedule is seasonally adjusted	Yes			
			Photographs in Visual Schedule include children in the program	Yes			
			Daily Visual Schedule is referred to	No			
2	Program Plan		4	A current Program Plan is not posted	No		
				Program Plan does not cover the entire time children are in attendance	No		
				Each room does not have their own Program Plan	No		
				The following learning areas are planned and/or documented: One sensory daily	Yes		
				The following learning areas are planned and/or documented: One art daily	Yes		
				The following learning areas are planned and/or documented: One cognitive daily	Yes		
				The following learning areas are planned and/or documented: One	Yes		

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PRESCHOOL	6890					language and literacy daily	Yes
						The following learning areas are planned and/or documented: Two science and nature weekly	Yes
						The following learning areas are planned and/or documented: One block and construction weekly	Yes
						The following learning areas are planned and/or documented: One music and movement weekly	Yes
						The following learning areas are planned and/or documented: One dramatic weekly	Yes
						Current Program Plan includes descriptions of the learning opportunities	Yes
						Evidence that individual goals of children are incorporated into the Program Plan	Yes
						External agencies/professionals attend meetings to plan appropriately for children with individual support needs	Yes
						Children who do not nap or wake early are provided with play materials which are documented	A
						Evidence of formal programming time given to staff	Yes
						Supervisor reviews Program Plans and signs them weekly	No
						Information is accessible to parents on curriculum model	Yes
			3	Learning Experiences	4	Learning experiences offered do not reflect the current Program Plan	No
						Learning experiences offered are not developmentally-appropriate	No
						Learning experiences do not promote choice for children	No
						There is current documentation which demonstrates that observations of children are used in the development of learning experiences	Yes
						Learning experiences are adapted to meet any child's individual needs	Yes
						Learning experiences are based on children's interests	Yes
						Photo documentation of learning experiences available	Yes
						Activity resources accessible for families	Yes
						Portfolios regarding each child's development are accessible to families	

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PRESCHOOL	6890					Enrichment program in addition to regular program is included monthly	Yes	
								No
			4	Indoor Physical Environment	4	Play equipment, toys and materials are disorganized	No	
						Toys are not accessible on open shelves to children	No	
						Furnishings are in poor condition	No	
						Room set up does not allow for supervision of children	No	
						The play environment is arranged into learning areas that are open and accessible throughout the day	Yes	
						The play environment is designed to promote participation and peer interactions	Yes	
						The play environment is designed to promote independent use by children	Yes	
						Floor space with suitable floor coverings is available	Yes	
						Safe storage space available for equipment/toys and materials	Yes	
						Safe mirror at child's eye level in the playroom	Yes	
						Two or more educational play materials reflecting people with disabilities are accessible in two areas	Yes	
						Two or more educational play materials reflecting diverse people/cultures are accessible in two areas	Yes	
						Organized storage space available	Yes	
			Time is scheduled daily for staff to prepare materials in advance of learning experiences	Yes				
			Environment adjusted to meet the needs of children	Yes				
			Child height windows in doors/walls to see out	No				
			Two or more educational play materials reflecting people with disabilities are accessible in at least three areas	Yes				
			Two or more educational play materials reflecting diverse people/cultures are accessible in at least three areas	Yes				

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PRESCHOOL	6890		5	Displays	4	No displays posted	No
						More than half of the children's art work is product oriented, not process oriented	No
						Displays are arranged in a segregated manner	No
						At least three displays include children's own artwork as well as adult-made and/or commercial materials	Yes
						Displays are: Reflective of children's recent activities	Yes
						Displays are: Developmentally appropriate	Yes
						Displays are: Culturally appropriate and free of bias	Yes
			Two or more displays include people with disabilities	Yes			
			Two or more displays include cultures/races	Yes			
			Two or more displays include family structures	Yes			
			As much as possible, displays are at child's eye level	Yes			
			Photographs of current children and/or families are displayed	Yes			
			Additional displays are placed throughout the environment	Yes			
			Displays include family involvement in activities and/or events	No			
Displays promote inclusion in daily living	Yes						
Displays include children in the room participating in activities and experiences	No						
Two or more displays are in more than one language	Yes						
Children's three-dimensional creations are on display	No						
			6	Sensory, Science & Nature	4	No materials for science and nature learning experiences	No
						No materials for sensory learning experiences	No
						No equipment for sensory learning experiences	No
						Three or more developmentally-appropriate science and nature	Yes

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PRESCHOOL	6890					equipment and/or materials are accessible	Yes
						Three or more developmentally-appropriate sensory equipment and/or materials are accessible	Yes
						Sensory opportunities accessible throughout the day	Yes
						Three or more science and/or nature learning experiences planned and/or documented weekly	A
						One science and/or nature learning experience planned and/or documented daily	A
						Opportunities to experience natural objects and/or events	Yes
						Two or more planned and /or documented sensory learning experiences daily	A
						Permanent sensory equipment accessible to children in the play environment	Yes
						Evidence of extended science and/or nature projects	No
						7	Art
			No materials for art learning experiences	No			
			Art equipment is in poor condition	No			
			Art materials are in poor condition	No			
			Children have access to toxic art materials	No			
			A sufficient number of the following art materials are accessible: Painting and Drawing	Yes			
			A sufficient number of the following art materials are accessible: Modelling Materials	Yes			
			A sufficient number of the following art materials are accessible: Collage Materials	Yes			
			A sufficient number of the following art materials are accessible: Printmaking	Yes			
			A sufficient number of the following art materials are accessible: Three-dimensional materials	Yes			
			A sufficient number of the following art materials are accessible: Three or more art materials include diverse skin tones	Yes			

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PRESCHOOL	6890					Equipment for art learning experiences are accessible to children	Yes			
						Two or more art learning experiences planned and/or documented daily	A			
						Evidence of extended art projects	No			
						Art projects are incorporated into other areas	No			
			8	Books				4	Three or more art mediums are used in planned and/or documented experiences	Yes
									Books are in poor condition	No
									Books are not accessible for independent use	No
									Less than two developmentally-appropriate books for each child enrolled	No
									Area does not include soft seating and/or cushions for sitting	No
									Books reflect three or more topics	Yes
									Three or more books contain real images of people and/or objects	Yes
									Two or more books which include diverse people/cultures are accessible	Yes
									Two or more books which include people with disabilities are accessible	Yes
									One book accessory is accessible in the book area	Yes
Books for rotation are available	Yes									
Books are incorporated into one other learning area	Yes									
Books are incorporated into three or more other learning areas	No									
Two or more books relate to current Program Plan	Yes									
Homemade books are accessible	Yes									
Three or more books which include people with disabilities are accessible	Yes									
Three or more books which include diverse people/cultures are accessible	Yes									
Two or more book accessories are accessible in the book area	Yes									

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PRESCHOOL	6890					Two or more print materials are accessible	Yes
							No
			9	Language And Literacy	4	Staff do not read to children daily	No
						Writing materials are not accessible	No
						Language and literacy toys/puzzles are not accessible	No
						Three or more writing materials are accessible	Yes
						Two or more language and literacy toys or puzzles are accessible	Yes
						Toy bins and/or shelves are labelled with words and/or pictures	Yes
						Language and literacy opportunities are integrated into one other area	Yes
						Toy bins and shelves are labelled with words and pictures	Yes
						Two or more language and literacy learning experiences are planned and/or documented daily	A
						Children have exposure to different languages	Yes
			Staff use more than one form of communication	No			
			Staff provide opportunities for families to access literacy materials	Yes			
Community language and literacy experiences available to the children monthly	No						
10	Music And Accessories	5	Loud background music interferes with learning experiences	No			
			Music is not appropriate for the age group	No			
			Radio is played when children are present	No			
			Staff do not sing to children daily	No			
			Three or more different types of music is available to be played to children	Yes			
Three or more different types of musical instruments are accessible to children	Yes						

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PRESCHOOL	6890					Musical instruments are in good condition	Yes			
						Two or more music and movement learning experiences are planned and/or documented weekly	A			
						Staff sing/play songs from different cultures	Yes			
						Props are used to enhance music experiences	Yes			
									Audio playlists are available	Yes
						11	Physical Play Learning Experiences	5	No planned and/or documented physical play learning experiences	No
									Physical play learning experiences are not offered during inclement weather	No
									Indoor gross motor equipment is not available	No
									Children are given a choice of two or more planned and/or documented physical play learning experiences daily	Yes
									Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate	Yes
						Staff are engaged in planned and/or documented physical play learning experiences with the children	Yes			
						Children are given the opportunity to lead outdoor learning experiences	Yes			
						Designated safe space for indoor physical play learning experiences available	Yes			
						Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon	A			
			12	Blocks And Construction	4	Block and construction materials are not accessible	No			
						Block and construction accessories are not accessible	No			
						Block and construction materials are in poor condition	No			
						Block and construction accessories are in poor condition	No			
						Block and construction materials are incomplete	No			
						Block and construction accessories are incomplete	No			

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PRESCHOOL	6890					Three or more developmentally-appropriate blocks and construction materials are accessible	Yes			
						Three or more developmentally-appropriate block and construction accessories are accessible	Yes			
						Children are able to combine materials from other areas	Yes			
						Block and construction materials are available for rotation	Yes			
						Block and construction materials include three or more textures	Yes			
						Two or more block and construction learning experiences are planned and/or documented weekly	A			
						On-going project work is saved	No			
						13	Cognitive And Manipulative	5	Cognitive and manipulative materials are not accessible	No
									Cognitive and manipulative materials are in poor condition	No
									Cognitive and manipulative materials are incomplete	No
									Three or more different types of cognitive and manipulative materials are accessible	Yes
									Two complete toys for each child enrolled are accessible	Yes
			Cognitive and manipulative materials are developmentally-appropriate	Yes						
			Additional cognitive and manipulative materials are available for rotation	Yes						
			One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts	Yes						
			One planned and/or documented cause and effect learning experience offered weekly	Yes						
	14	Dramatic Play	3	Insufficient accessories and equipment for the number of children enrolled	No					
			Accessories and equipment are in poor condition	No						
			Accessories and equipment are not developmentally appropriate	No						
			Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus	Yes						

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PRESCHOOL	6890					Accessories and equipment reflect cultural diversity	Yes
						Mirror is accessible in the dramatic area	Yes
						Three or more dramatic prop boxes are available for rotation	Yes
						Dramatic play area includes real items that are developmentally-appropriate	No
						Three or more accessories are culturally diverse	No
						Child's full body-length mirror is accessible in the room	Yes
						Literacy is incorporated into the dramatic play area	No
						Accessories are added and built upon daily	No
						Children create props and accessories for the dramatic play area	No
							15
	16	Toileting And Diapering Routines		2	Current Regional Public Health toileting routine not posted Current Regional Public Health diapering routine not posted Current Regional Public Health potty routine not posted No change table/mat available Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed Separate covered garbage is not being used for sanitary disposal of soiled diapers Washroom is not adapted for use by all children	No A A A No A No	
					Posted procedures for toileting/potty and diapering are followed by staff Change table/mat is in good condition Toileting and diapering is unhurried Toileting and diapering is viewed as an opportunity to interact with children Toileting and diapering is viewed as an opportunity to encourage self-	Yes A Yes Yes	

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PRESCHOOL	6890					help skills	Yes			
						Washroom area includes a mirror at child's eye level	No			
						Child-sized sink is accessible in the washroom	Yes			
						Centre provides additional diapering supplies when required	A			
						Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet	Yes			
						Toilets are accessible within the room	Yes			
						17	Meals And/Or Snack Time	5	Food is used as a reward or punishment	No
						No conversations and/or interactions occur during meal and/or snack times	No			
						Individual children's needs are not met during meal and/or snack times	No			
						Children are encouraged to eat food, but never forced	Yes			
						Meal and/or snack times are viewed as a time for socialization and conversation	Yes			
						Staff sit with children while serving food at the table	Yes			
						Children sit in small groups	Yes			
						18	Equipment Required For Eating And Seating	5	Staff use meal and/or snack times as opportunities for enhanced language learning	Yes
Children self-serve all foods	Yes									
Children assist with lunch/snack routines	Yes									
			Insufficient eating utensils and dishes	No						
			Insufficient seating for children	No						
			No adult seating	No						
			Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required	Yes						
			Food is served on dishes or napkins	Yes						

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PRESCHOOL	6890					Seating available to meet the developmental needs of the children enrolled	Yes	
						Extra utensils and dishes are available for easy access	Yes	
						All seating is washable, including cushioned seating	Yes	
						Running water is located in the room	Yes	
			19	Cots And Bedding				
			20	Health And Safety	4		One or more areas in the room is/are not in a state of good repair	No
							One or more areas in the room is/are not hygienic	No
							One or more areas in the room is/are not safe	No
							First aid kit available in the room	Yes
							All areas accessible to children are: Kept in a state of good repair	Yes
							All areas accessible to children are: Safe	Yes
							All areas accessible to children are: Maintained in a hygienic condition	Yes
							All areas accessible to children are: Organized	Yes
							On-site and/or on-call maintenance staff deal with physical plant issues promptly	Yes
				Safety-related resources are accessible to families	Yes			
				Health-related resources are accessible to families	Yes			
				Safety/health resources are accessible to families in their preferred language	No			
			21	Toys And Play Equipment Washing	5	No schedule for toy washing	No	
						Schedule for toy washing does not meet Regional Public Health guidelines	No	
						Toys and play equipment are not washed as they become soiled	No	
						Schedule for toy washing meets Regional Public Health guidelines	Yes	

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PRESCHOOL	6890					Toys and play equipment washing schedule is signed and/or initialled and dated by staff	Yes			
						Toys and play equipment are consistently washed as they become soiled	Yes			
						Toys and play equipment schedule identifies categories of toys and play equipment	Yes			
						Transitional toys used prior to meal and/or snack times are washed after each use	A			
						22	Staff And Children'S Hand Hygiene	5	Playground and indoor gross motor toys are washed a minimum of two times a year	Yes
					Current Regional Public Health hand washing procedures are not posted				No	
					Current Regional Public Health hand washing procedures are not followed				No	
					Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner				No	
					Current Regional Public Health hand sanitizing procedures are posted				Yes	
					Evidence Supervisor reviews hand washing expectations with staff				Yes	
					A sink is accessible in the room	Yes				
					Child-sized sink is accessible in the room	Yes				
					Real photos are used for visual hand washing procedure	Yes				
					23	Transitions	3	Extended waiting during transitions	No	
		Children are not transitioned in small groups	No							
		Staff do not prepare children prior to transitions	No							
		Children are consistently transitioned in small groups	Yes							
		Positive interactions occur between staff and children during transitions	Yes							
		Transitions are conducted in a smooth and seamless manner	Yes							
			Staff facilitate transitions to meet individual children's needs	Yes						

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PRESCHOOL	6890					Learning experiences are planned and/or documented for transitions	No		
						Transition play materials are available	No		
			24	Attendance Verification		4		No system of attendance verification in place	No
								Attendance records do not accurately reflect the number of children present	No
								Arrival and departure times are not completed in pen	No
								Children's arrival and departure times are always recorded on the Main Attendance Record	Yes
								Small groups of children who have left the room are reflected on the Main Attendance Record	A
								Portable attendance travels with each group	A
								Attendance is verbally verified after staff transitions	Yes
								Attendance is verbally verified after children's transitions	Yes
								Staff are the recorders of the children's arrival and departure times	Yes
								Written verification of attendance after each staff change	Yes
			Written verification of attendance after each group transition	Yes					
			Visual attendance used	No					
25	Positive Atmosphere		4		Staff use sarcasm, mocking or harsh words	No			
					Staff shout at children	No			
					Staff are repeatedly impatient	No			
					Staff repeatedly interrupt while others are talking	No			
					Staff are repeatedly disrespectful	No			
					Staff are welcoming	Yes			
Staff maintain a positive tone of voice	Yes								
						Staff are patient			

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PRESCHOOL	6890					Staff model appropriate positive social behaviour	Yes			
						Staff direct positive attention to all children	Yes			
						Staff demonstrate flexibility	No			
						Staff use teachable moments to further develop positive social behaviours	Yes			
						Staff display empathy	Yes			
						26	Supervision Of Children	5	Staff unaware of the number of children in the room	No
						Staff unaware of the location of the children	No			
						Staff repeatedly do not scan the room	No			
						Staff repeatedly position themselves with their back to the children	No			
						Staff are repeatedly unable to balance supervision with interactions	No			
						Staff scan the room at all times	Yes			
						Staff work as a team to position themselves so all children are supervised	Yes			
Staff consistently balance supervision with interactions	Yes									
Staff anticipate situations to support children's interactions and learning experiences	Yes									
Staff communicate with each other about the location of children	Yes									
Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision	Yes									
Supervision is conducted in a non-disruptive manner	Yes									
27	Foster Children'S Independence	5	Staff do not follow the children's cues	No						
Staff repeatedly do not allow children to make their own decisions	No									
Staff repeatedly do not encourage developmentally-appropriate self-help skills	No									

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PRESCHOOL	6890					Staff consistently follow the children's cues	Yes			
						Children are provided with choices	Yes			
						Staff provide time for children to complete tasks	Yes			
						Children are provided with choices within their interests	Yes			
						Staff provide spontaneous resources to allow the child to follow their own learning path	Yes			
						Staff create opportunities for enhancing self-help skills through play	Yes			
						28	Supporting The Development Of Self-Esteem	4	Staff do not demonstrate inclusive practice	No
						Staff repeatedly only use terms of endearment	No			
						Staff repeatedly give too many directions for a child to follow successfully	No			
						Staff repeatedly do not show encouragement	No			
						Staff repeatedly do not acknowledge children's emotions appropriately	No			
						Staff address children by their real name	Yes			
						Staff consistently demonstrate inclusive practices	Yes			
						Staff break down directions into individual steps	Yes			
Staff focus encouragement on how the tasks are completed	Yes									
Staff role-model how to accomplish tasks	Yes									
Staff assist children to process their own emotions	Yes									
Staff encourage children to identify the emotions of others	No									
Staff use key words with children in their preferred language	Yes									
29	Behaviour Guidance	5	Staff are physically abrupt with children	No						
Staff expectations repeatedly do not match the developmental level of children	No									
Staff repeatedly explain consequences in an abrupt manner	No									

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PRESCHOOL	6890					Staff repeatedly do not use appropriate behaviour guidance strategies	No			
						Staff repeatedly do not follow through with strategies	No			
						Staff consistently explain consequences in a calm manner	Yes			
						Positive behaviour is reinforced	Yes			
						Staff use developmentally-appropriate re-direction strategies	Yes			
						Staff consistently follow through with strategies	Yes			
						Staff model turn taking/sharing	Yes			
						Staff adapt expectations based on the individual needs of the children	Yes			
						Staff respond to all children involved in the incident, to resolve the issue in a calm manner	Yes			
						Staff monitor group dynamics to anticipate situations	Yes			
						Children demonstrate awareness of classroom expectations	Yes			
						Staff encourage children to problem solve to resolve peer conflict	Yes			
						30	Supporting Development Of Communication Skills	5	Staff do not initiate verbal/non-verbal interactions	No
									Staff repeatedly do not build on or expand on verbal/non-verbal interactions	No
			Staff repeatedly do not role-model developmentally-appropriate descriptions and directions	No						
			Staff repeatedly do not ask open-ended questions	No						
			Verbal/non-verbal interactions are a balance of teacher and child directed	Yes						
			Staff model active listening skills	Yes						
			Staff are observed participating in play with children	Yes						
			Staff extend verbal/non-verbal interactions with materials	Yes						

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PRESCHOOL	6890		31	Extending Children'S Learning	5	Staff extend children's vocabulary	Yes
						Staff encourage verbal/non-verbal interactions between children	Yes
						Staff repeatedly solve the children's problems immediately	No
						Staff repeatedly miss opportunities to build children's knowledge	No
						Staff repeatedly do not allow children to try for themselves	No
						Staff encourage children to find solutions	Yes
						Staff support children to follow through with strategies	Yes
						Staff support the children's learning	Yes
						Staff balance the abilities of the child with the complexity of the learning outcomes	Yes
						Staff recall past experiences to extend current learning opportunities	Yes
						Staff are responsive to all learning opportunities	Yes
Room Score : 4.21							

Comments : Unannounced visit to complete the annual quality assessment on the new fdk room. Reviewed non-compliances and CDAs with supervisor. Please contact your consultant if you have any questions.