

Consultant: Mary Peddie	Phone: (416) 397-1449	Email: mpeddie@toronto.ca
Visit Id: 71189	Visit Date: 14-APR-2014	Assessed By: Eileen Sangster
Location Id: 9764	Location Name: Childspace 3	

Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
INFANT	5061		1	Daily And Visual Schedules	4	Daily Schedule is not posted	No
						Daily Schedule does not balance between structure and flexibility	No
						A Daily Schedule does not indicate time is planned for: Indoor Play	No
						A Daily Schedule does not indicate time is planned for: Child and Staff initiated learning experiences	No
						A Daily Schedule does not indicate time is planned for: Time to meet children's physical needs	No
			A Daily Schedule does not indicate time is planned for: Outdoor Play	No			
			Visual Schedule is accessible to the children	Yes			
			Photographs in Visual Schedule include children in the program	Yes			
			Visual Schedule is seasonally adjusted	Yes			
			Daily Schedule is seasonally adjusted	Yes			
Daily Visual Schedule is referred to	No						
Alternate arrangements are indicated on the Daily Schedule	Yes						
2	Program Plan		5	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 its own Program Plan	No		
				External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs	No		
				The following learning areas are planned and/or documented: One language and literacy daily	Yes		
The following learning areas are planned and/or documented: One sensory daily	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 art daily	Yes						
The following learning areas are planned and/or documented: One							

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INFANT	5061					cognitive daily	Yes			
						The following learning areas are planned and/or documented: One block weekly	Yes			
						Evidence that individual goals of children are incorporated into the Program Plan	Yes			
						Current Program Plan includes descriptions of the learning opportunities	Yes			
						Evidence of formal programming time given to staff	Yes			
						Supervisor reviews program plans and signs them weekly	Yes			
			Information is accessible to parents on curriculum model	Yes						
			3	Learning Experiences		4		4	Learning experiences offered are not developmentally-appropriate	No
									Learning experiences do not promote choice for children	No
									There is no current documentation which demonstrates that observations of children are used in the development of learning experiences	No
									Evidence of opportunities to discuss developmental progress with families	Yes
									Standardized Developmental Screening tool completed for all children	Yes
Photo documentation of learning experiences available	Yes									
4	Indoor Physical Environment		4		4	Play equipment, toys and materials are disorganized	No			
						The play environment is not accessible throughout the day	No			
						Space is not available for use as a cloakroom, with sufficient room for storing outdoor clothing and personal belongings	No			
						Floor space with suitable floor coverings is not available	No			
						Portfolios regarding each child's development are accessible to families	No			
						Environment is not adjusted to meet the needs of children	No			

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INFANT	5061						No			
						Adults remove outdoor shoes before entering the room	Yes			
						Room set up allows for supervision of children	Yes			
						Safe mirror at child's eye level in the playroom	Yes			
						Shoe coverings available for parents and staff	Yes			
						Mirror includes pull-up bar	Yes			
						Safe storage space available for equipment/toys and materials	Yes			
						Two or more educational play materials reflecting diverse people/cultures are accessible in at least two areas	Yes			
						Child height windows in door/walls to see out	No			
						Dressing table/bench is accessible to parents	Yes			
						Time is scheduled daily for staff to prepare materials in advance of learning experiences	Yes			
						Two or more educational play materials reflecting people with disabilities are accessible in at least two areas	No			
						5	Displays	4	More than half of the children's art work is product oriented, not process oriented	No
									Displays are not developmentally-appropriate	No
									Less than three displays include children's own artwork as well as adult-made and/or commercial materials	No
			Less than two displays include cultures/races	No						
			Displays are not at child's eye level	No						
			Displays are: Culturally appropriate and free of bias	Yes						
			Displays are: Reflective of children's recent activities	Yes						
			Displays are arranged in an inclusive manner	Yes						
			Two or more displays include family structures	Yes						

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INFANT	5061					Displays include children in the room participating in learning experiences	Yes			
						Two or more displays include people with disabilities	Yes			
						Displays promote inclusion in daily living	Yes			
									Two or more displays are in more than one language	Yes
									Displays include family involvement in activities and/or events	No
						6	Art & Sensory	3	No equipment for art learning experiences	No
									No materials for art learning experiences	No
									Art opportunities not available throughout the day	No
									No materials for sensory learning experiences	No
									Sensory opportunities are not available throughout the day	No
									Three or more developmentally-appropriate sensory equipment and/or materials are accessible	Yes
									Three or more art materials include diverse skin tones	Yes
						Permanent sensory equipment is accessible to children in the play environment	Yes			
						Sensory learning experiences are planned and/or documented weekly to reflect different senses	Yes			
						Two or more planned and/or documented sensory learning experiences occur daily	No			
						Two or more art learning experiences planned and/or documented daily	No			
			7	Books, Language And Literacy	2	Books for rotation are not available	No			
						Staff do not verbally label objects and actions	No			
						Area does not include soft seating and/or cushions for sitting	No			
						Books are not accessible for independent use	No			
						Staff do not read to children daily	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
INFANT	5061					Less than three books contain real images of people and/or objects	No			
						Two developmentally-appropriate books for each child enrolled are accessible	Yes			
						Two or more language and literacy toys or puzzles are accessible	Yes			
						Three or more books which include diverse people/cultures are accessible	Yes			
						Children have exposure to different languages	Yes			
						Two or more books which include people with disabilities are accessible	No			
						Language and literacy opportunities are integrated into one other area	Yes			
						Homemade books are accessible	No			
						Toy bins and shelves are labelled with words and pictures	Yes			
						Three or more books which include people with disabilities are accessible	No			
						8	Music And Accessories	2	Music is not appropriate for the age group	No
									Staff do not sing to children daily	No
									Audio playlists are not available	Yes
									Musical instruments are not in good condition	No
			Radio is played when children are present	No						
			Three or more different types of music are available to be played to children	Yes						
			Three or more different types of musical instruments are accessible to children	Yes						
			Two or more music and movement learning experiences are planned and/or documented weekly	Yes						
			Staff sing/play songs from different cultures	Yes						
			Props are used to enhance music experiences	Yes						
			Physical Play Learning		Designated safe space for indoor physical play learning experiences is					

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
INFANT	5061		9	Experiences	4	not available	No
						Staff are not engaged in planned and/or documented physical play learning experiences with the children	No
						Less than two types of gross motor equipment are accessible to children in the room	No
						Daily planned and/or documented physical play learning experiences	Yes
						Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	Yes
						Physical play learning experiences are planned and/or documented for both the morning and afternoon	Yes
			10	Cognitive & Manipulative And Science & Nature	5	Materials are not available for rotation	No
						Cognitive and manipulative materials are not accessible	No
						Materials are not developmentally-appropriate	No
						Three or more different types of cognitive and manipulative materials are accessible	Yes
						Developmentally-appropriate science and nature materials are accessible	Yes
						Two complete toys for each child enrolled are accessible	Yes
11	Blocks & Construction And Pretend Play	4	Pretend play accessories and equipment are in poor condition	No			
			Pretend Play accessories and equipment are not developmentally-appropriate	No			
			Blocks and construction materials are not accessible	No			

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INFANT	5061					Block and construction accessories are not accessible	No
						Insufficient accessories and equipment for the number of children enrolled	No
						Accessories and equipment reflect cultural diversity	Yes
						Three or more developmentally-appropriate blocks and construction materials are accessible	Yes
						Three or more developmentally-appropriate blocks and construction accessories are accessible	Yes
						Pretend play area includes real items that are developmentally-appropriate	Yes
						Blocks and construction materials include three or more textures	Yes
			Accessories and equipment encourage three or more pretend play possibilities that reflect the Program Plan focus	Yes			
			Three or more accessories are culturally diverse	No			
			12	Routine Care Practices	5	A daily information chart is not completed for each child	No
						Daily information chart is not reviewed with parent/guardians	No
						Children's individual schedules are not available	No
						Staff repeatedly are not following children's physical cues	No
			Evidence of documentation of each child's interactions and/or learning experiences during the day	Yes			
			Staff are following children's physical cues	Yes			
			Daily Information Chart is available to be taken home	Yes			
			Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development	Yes			
			Children's individual schedules are followed by staff	Yes			
13	Diapering Routines	3	No change table	No			
			Washroom is not adapted for use by all children	No			

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INFANT	5061					Change table is not in good condition	No			
						Diapering is not viewed as an opportunity to interact with children	No			
						Separate covered garbage is not being used for sanitary disposal of soiled diapers	No			
						Children are given notice of upcoming diaper change	Yes			
						Current Regional Public Health potty routine is posted	A			
						Washroom area includes a mirror at child's eye level	Yes			
						Current Regional Public Health diapering routine is posted	Yes			
						Posted procedures for toileting/potty and diapering are followed by staff	Yes			
						Picture symbol schedule depicting diapering routine is visually accessible at child's eye level	No			
						Child-sized sink is accessible in the washroom	No			
						Diapering is viewed as an opportunity to encourage self-help skills	Yes			
						14	Meals And/Or Snack Time	5	Food is used as a reward or punishment	No
									Young infants' bottles are propped up when they are being fed	No
									Space and equipment for minor food preparation is not located in the room	No
			No conversations and/or interactions occur during meals and/or snack times	No						
			Individual children's needs are not met during meal times	No						
			Utensils and dishes are not available to support individual feeding needs and are not adapted as required	No						
			Children do not sit in small groups	No						
			Equipment required for seating is not appropriate for the size, ability and developmental level of the children	No						
			Food is always served on dishes or napkins	Yes						
			Meal and/or snack times are viewed as a time for socialization and	Yes						

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INFANT	5061					conversation				
						Water and refrigeration is located in the room	Yes			
						Adult seating is accessible	Yes			
						Staff serve food while sitting with children during mealtimes	Yes			
									Food preparation area in the room is not used for other uses	Yes
									Staff use meals and/or snack times as opportunities for enhanced language learning	Yes
						15	Cribs And Bedding	5	Extra bedding is not available	No
									Cribs in poor condition	No
									Cribs are not designated	No
									Sheets are not changed once a week, or sooner if needed	No
						Mattresses are disinfected weekly	Yes			
						Areas above cribs are free of storage	Yes			
						Cribs are not used for storage	Yes			
						Sleeping area is monitored	Yes			
						Brief description of how each child goes to sleep is accessible	Yes			
						Resting environment includes soft music and dimmed lighting	Yes			
			16	Health & Safety And Toy & Play Equipment Washing	5	Furniture is not sturdy and safe to pull up on	No			
						First aid kit is not available in the room	No			
						All areas of the room are: Not maintained in a hygienic condition	No			
						All areas of the room are: Not kept in a state of good repair	No			
						No schedule for toy washing	No			
						Schedule for toy washing does not meet Regional Public Health guidelines	No			

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INFANT	5061					Toys and play equipment washing schedule is signed and/or initialled and dated by staff	Yes			
						Health-related resources are accessible to families	Yes			
						All areas in the room are safe	Yes			
						Toys and play equipment are washed as they become soiled	Yes			
						Safety-related resources are accessible to families	Yes			
						Transitional toys used prior to meal times are washed after each use	Yes			
						Safety/health resources are accessible to families in their preferred language	Yes			
						17	Staff And Children'S Hand Hygiene	4	Insufficient supplies are accessible to ensure hand-washing is conducted in a hygienic manner	No
									Current Regional Public Health hand-washing procedures are not posted	No
									Current Regional Public Health hand-washing procedures are not followed	No
									Current Regional Public Health hand sanitizing procedures are not posted	Yes
									Evidence Supervisor reviews hand-washing expectations with staff	Yes
									A sink is accessible in the room	Yes
									Real photos are used for visual hand-washing procedure	No
18	Transitions And Attendance Verification	5	Staff do not prepare children prior to transitions	No						
			Children's arrival and departure times are not always recorded on the Main Attendance Record	No						
			Staff are not the recorders of the children's arrival and departure times	No						
			Extended waiting during transitions	No						
			Positive interactions do not occur between staff and children during transitions	No						
			Arrival and departure times are completed in pen	Yes						

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INFANT	5061					Transitions are conducted in a smooth and seamless manner	Yes			
						Portable attendance travels with each group	Yes			
						Attendance is verbally verified after staff transitions	Yes			
						Small groups of children who have left the room are reflected on the Main Attendance Record	Yes			
									Written verification of attendance after each group transition	Yes
									Transition play materials are available	Yes
						19	Positive Atmosphere	5	Staff shout at children	No
									Staff repeatedly do not model appropriate positive social behaviour	No
									Staff are repeatedly not welcoming	No
									Staff are repeatedly impatient	No
									Staff direct positive attention to all children	Yes
									Staff maintain a positive tone of voice	Yes
						Staff model positive non-verbal communication skills	Yes			
						Staff display empathy	Yes			
						Staff use teachable moments to further develop positive social behaviours	Yes			
			20	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 are repeatedly unable to balance supervision with interactions	No			
						Staff repeatedly position themselves with their back to the children	No			
						Staff anticipate situations to support children's interactions and activities	Yes			
						Staff work as a team to position themselves so all children are supervised	Yes			
						Staff scan the room at all times	Yes			

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INFANT	5061						Yes	
						Supervision is conducted in a non-disruptive manner	Yes	
						Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision Staff communicate with each other about the location of children	Yes Yes	
			21	Foster Children'S Independence	5		Staff repeatedly do not encourage developmentally-appropriate self-help skills	No
							Staff repeatedly do not allow children to make their own decisions	No
							Staff repeatedly do not provide time for children to complete tasks	No
						Children are provided with choices	Yes	
						Staff consistently follow the children`s cues	Yes	
						Children are provided with choices within their interests Staff respond to children`s interests	Yes Yes	
			22	Supporting The Development Of Self-Esteem	5		Staff do not demonstrate inclusive practice	No
							Staff repeatedly give too many directions for a child to follow successfully	No
							Staff repeatedly do not acknowledge children`s emotions appropriately	No
						Staff role-model how to accomplish tasks	Yes	
						Staff address children by their real name	Yes	
						Staff assist children to process their own emotions Staff encourage children to identify the emotions of others Staff focus encouragement on how the tasks are completed	Yes Yes Yes	
23	Behaviour Guidance	5		Staff are physically abrupt with children	No			
				Staff repeatedly do not reinforce positive behaviour	No			

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INFANT	5061					Staff repeatedly do not use developmentally-appropriate re-direction strategies	No	
						Staff use appropriate behaviour guidance 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 an incident, to resolve the issue in a calm manner	Yes	
						24 Supporting Communication And Extending Children'S Learning	Staff repeatedly do not build on or expand on verbal/non-verbal interactions	No
							Staff repeatedly solve the children's problems immediately	No
							Staff repeatedly miss opportunities to build children's knowledge	No
							Staff support children to follow through with strategies	Yes
							Staff are observed participating in play with children	Yes
Staff support the children's learning	Yes							
Room Score : 4.29								
TODDLER	3260		1	Daily And Visual Schedules	4	Daily Schedule is not posted	No	
						Daily Schedule does not balances between structure and flexibility	No	
						Visual Schedule is not accessible	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							

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TODDLER	3260					A Daily Schedule is posted that indicates time is planned for: Time to meet children's physical needs	Yes	
						A Daily Schedule is posted that indicates time is planned for: Photographs in Visual Schedule include children in the program	Yes	
						Alternate arrangements are indicated on the Daily Schedule	Yes	
						Daily Schedule is seasonally adjusted	Yes	
						Visual Schedule is seasonally adjusted	Yes	
						Daily Visual Schedule is referred to	No	
			2	Program Plan		2	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 its 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 language and literacy daily	Yes	
						The following learning areas are planned and/or documented: One science and nature weekly	Yes	
						The following learning areas are planned and/or documented: One block 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 pretend play weekly	Yes	
						Current Program Plan includes descriptions of the learning opportunities	Yes	
						Evidence that individual goals of children are incorporated into the program plan	No	
						External agencies/professionals attend meetings to plan appropriately		

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TODDLER	3260					for children with individual support needs	Yes			
						Children who do not nap or who wake early are provided with play materials which are documented	Yes			
						Evidence of formal programming time given to staff	Yes			
						Supervisor reviews program plans and signs them weekly	Yes			
									Information is accessible to parents on curriculum model	Yes
						3	Learning Experiences	2	Learning experiences offered are not developmentally-appropriate	No
									Learning experiences do not promote choice for children	No
									There is no current documentation which demonstrates that observations of children are used in the development of learning experiences	No
									The play environment is not arranged into learning areas that are open and accessible throughout the day	No
									Standardized Developmental Screening tool is completed for all children	Yes
									Evidence of opportunities to discuss developmental progress with families	Yes
									Photo documentation of learning experiences available	No
									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
						Activity resources accessible for families	Yes			
						Portfolios regarding each child's development are accessible to families	No			
						Enrichment program in addition to regular program is included monthly	Yes			
						Time is scheduled daily for staff to prepare materials in advance of learning experiences	Yes			
			4	Displays	4	Less than two displays include cultures/races	No			
						More than half of the children's art work is product oriented, not process	No			

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TODDLER	3260					oriented	No
						Less than three displays include children's own artwork and as well as adult-made and/or commercial materials	No
						Displays are not: Reflective of children's recent activities	No
						Displays are not: Developmentally-appropriate	No
						Displays are not: Culturally-appropriate and free of bias	No
						Displays are not at child's eye level, as much as possible	No
			Displays are arranged in a segregated manner	No			
			Displays include children in the room participating in learning experiences	Yes			
			Two or more displays include people with disabilities	Yes			
			Displays promote inclusion in daily living	Yes			
			Two or more displays are in more than one language	Yes			
			Two or more displays include family structures	Yes			
Displays include family involvement in activities and/or events	No						
			5	Sensory, Science & Nature	4	No materials for science and nature learning experiences	No
						No materials for sensory learning experiences	No
						Sensory opportunities are not available throughout the day	No
						Permanent sensory equipment is accessible to children in the play environment	Yes
						Three or more developmentally-appropriate science and/or nature equipment and/or materials are accessible	Yes
						Opportunities to experience natural objects and/or events	Yes
						Two or more planned and/or documented sensory learning experiences occur daily	Yes
						Sensory learning experiences are planned and/or documented weekly to reflect different senses	No

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TODDLER	3260					Two or more science and nature learning experiences planned and/or documented weekly	Yes
						Science and Nature learning experiences planned and/or documented daily	Yes
			6	Art	2	No equipment for art learning experiences	No
						No materials for art learning experiences	No
						Art opportunities not available throughout the day	No
						Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use	No
						Three or more art materials include diverse skin tones	Yes
						Two or more art learning experiences planned and/or documented daily	Yes
						Three or more art mediums are used in planned/or documented learning experiences	Yes
			7	Language And Literacy	4	Books are not accessible for independent use	No
						Books for rotation are not available	No
						Staff do not read to children daily	No
			Staff do not verbally label objects and actions	No			
			Area does not include soft seating and/or cushions for sitting	No			
			Less than two language and literacy toys or puzzles are accessible	No			
			Less than three books contain real images of people and/or objects	No			
			Two or more developmentally-appropriate books for each child enrolled are accessible	Yes			
			Three or more books which include diverse people/cultures are accessible	Yes			
			Language and literacy opportunities are integrated into one other area	Yes			
			Two or more book accessories are accessible in the room	Yes			
			Children have exposure to different languages	Yes			

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TODDLER	3260					Two or more books which include people with disabilities are accessible	Yes		
						Homemade books are accessible	Yes		
						Three or more books which include people with disabilities are accessible	No		
						Toy bins and shelves are labelled with words and pictures	Yes		
						Books are incorporated into three or more other learning areas	No		
			8	Music And Accessories			2	Music is not appropriate for the age group	No
								Staff do not sing to children daily	No
								Audio playlists are not available	Yes
								Musical instruments are not in good condition	No
								Radio is played when children are present	No
								Three or more different types of music are available to be played to children	Yes
								Three or more different types of musical instruments are accessible to children	Yes
			9	Physical Play Learning Experiences			5	Two or more music and movement learning experiences are planned and/or documented weekly	No
								Staff sing/play songs from different cultures	Yes
					Props are used to enhance music experiences	No			
					No planned and/or documented physical play learning experiences	No			
					Staff are not engaged in planned and/or documented physical play learning experiences with the children	No			
					No designated safe space for indoor physical play	No			
					Physical play learning experiences are planned and/or documented for both the morning and afternoon	Yes			
					Developmentally appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	Yes			

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Visit Id: 71189	Visit Date: 14-APR-2014	Assessed By: Eileen Sangster
Location Id: 9764	Location Name: Childspace 3	

Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
TODDLER	3260					Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon	Yes
						Two or more types of gross motor equipment are accessible to children in the room	Yes
			10	Cognitive & Manipulative And Block & Construction	5	Cognitive and manipulative materials are not accessible	No
						Blocks and construction materials are not accessible	No
						Blocks and construction accessories are not accessible	No
						Materials are not available for rotation	No
						Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible	Yes
						Three or more developmentally-appropriate blocks and construction materials are accessible	Yes
						Three or more developmentally-appropriate block and construction accessories are accessible	Yes
						Two complete toys for each child enrolled are accessible	Yes
			One planned and/or documented cause and effect learning experience offered weekly	Yes			
			One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts	Yes			
			Blocks and construction materials include three or more textures	Yes			
			Two or more block and construction learning experiences are planned and/or documented weekly	Yes			
			11	Pretend Play	2	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
						Pretend play area includes real items that are developmentally appropriate	Yes
						Mirror is accessible in the pretend play area	Yes
						Accessories and equipment reflect cultural diversity	

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	3260					Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	Yes			
						Three or more accessories are culturally diverse	No			
						Child's full body-length mirror is accessible in the room	Yes			
							Yes			
						12	Routine Care Practices	2	A daily information chart is not completed for each child	No
									Daily information chart is not reviewed with parent/guardian	No
									Children's individual schedules are not available	Yes
									Staff repeatedly are not following children's physical cues	No
									Evidence of documentation of each child's interactions and/or learning experiences during the day	No
									Staff are following children's physical cues	Yes
									Daily Information Chart is available to be taken home	Yes
									Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development	No
									Children's individual schedules are followed by staff	Yes
						13	Toileting And Diapering Routines	4	No change table	No
			Change table not in good condition	No						
			Children are not given notice of upcoming diaper change	No						
			Washroom is not adapted for use by all children	No						
			Separate covered garbage is not being used for sanitary disposal of soiled diapers	No						
			Current Regional Public Health toileting routine is posted	Yes						
			Current Regional Public Health diapering routine is posted	Yes						
			Current Regional Public Health potty routine is posted	A						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
TODDLER	3260					Posted procedures for toileting/potty and diapering are followed by staff	Yes		
						Washroom area includes a mirror at child's eye level	Yes		
						Toileting and diapering is viewed as an opportunity to interact with children	Yes		
						Child-sized sink is accessible in the washroom	Yes		
						Toileting and diapering is viewed as an opportunity to encourage self-help skills	Yes		
						Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level	No		
			14	Meals And/Or Snack Time			3	Individual children's needs are not met during meal and/or snack times	No
								Children do not sit in small groups	No
								No conversations and/or interactions occur during meals and/or snack times	No
								Food is not served on dishes or napkins	No
								Food is used as a reward or punishment	No
								Meal and/or snack times are viewed as a time for socialization and conversation	Yes
								Equipment required for seating is appropriate for the size, ability and developmental level of the children	Yes
								Adult seating is accessible	Yes
15	Cots And Bedding			4	Staff serve food while sitting with children during meal and/or snack times	Yes			
					Food preparation area in the room is not used for other uses	No			
					Staff use meal and/or snack time as opportunities for enhanced language learning	No			
					Children are encouraged to serve themselves	Yes			
					Extra bedding is not available	No			
					Cots in poor condition	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	3260					Cot set-up interferes with the program	No			
						Sheets are changed once a week, or sooner if needed	Yes			
						Cots are disinfected weekly	Yes			
						Resting environment includes soft music and dimmed lighting	Yes			
						Cots are designated	Yes			
						Areas above cots are free of storage	Yes			
						Cots are not used for storage	No			
						16	Health And Safety Toys And Play Equipment Washing	5	Schedule for toy washing does not meet Regional Public Health guidelines	No
									No schedule for toy washing	No
									Playground toys are not washed a minimum of two times a year	No
									First aid kit is not available in the room	No
									All areas are not kept in a state of good repair	No
									All areas are not maintained in a hygienic condition	No
									Play equipment, toys and materials are disorganized	No
			Health-related resources are accessible to families	Yes						
			Toys and play equipment washing schedule is signed and/or initialled and dated by staff	Yes						
			All areas are safe	Yes						
			Toys and play equipment are washed as they become soiled	Yes						
			Floor space with suitable floor coverings is available	Yes						
			Safe storage space available for equipment/toys and materials	Yes						
			Safety-related resources are accessible to families	Yes						
			Transitional toys used prior to meal and/or snack times are washed after	A						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	3260					each use Safety/health resources are accessible to families in their preferred language	Yes			
						17	Staff And Children'S Hand Hygiene	4	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 not 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	No			
						18	Transitions And Attendance Verification	5	Staff are not the recorders of the children's arrival and departure times	No
									Children's arrival and departure times are not recorded on the Main Attendance Record	No
									Positive interactions do not occur between staff and children during transitions	No
									Extended waiting during transitions	No
									Staff do not prepare children prior to transitions	No
Arrival and departure times are completed in pen	Yes									
Transitions are conducted in a smooth and seamless manner	Yes									
Attendance is verbally verified after staff transitions	Yes									
Portable attendance travels with each group	A									
Small groups of children who have left the room are reflected on the Main Attendance Record	A									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
TODDLER	3260					Written verification of attendance after each staff change	Yes		
						Transition play materials are available	Yes		
			19	Positive Atmosphere	3			Staff shout at children	No
								Staff use sarcasm, mocking or harsh words	No
								Staff are repeatedly not welcoming	No
								Staff repeatedly do not model appropriate positive social behaviour	No
								Staff maintain a positive tone of voice	Yes
								Staff are patient	Yes
								Staff direct positive attention to all children	Yes
								Staff model positive non-verbal communication skills	No
								Staff use teachable moments to further develop positive social behaviours	No
								Staff display empathy	Yes
			20	Supervision Of Children	4			Staff unaware of the number of children in the room	No
								Staff unaware of the location of the children	No
Staff repeatedly unable to balance supervision with interactions	No								
Staff repeatedly position themselves with their back to the children	No								
Staff work as a team to position themselves so all children are supervised	Yes								
Staff anticipate situations to support children's interactions and activities	Yes								
Staff scan the room at all times	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	No			
						Supervision is conducted in a non-disruptive manner			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
TODDLER	3260						Yes
			21	Foster Children'S Independence	3	Staff repeatedly do not provide time for children to complete tasks	No
						Staff repeatedly do not allow children to make their own decisions	No
						Staff repeatedly do not encourage developmentally-appropriate self-help skills	No
						Children are provided with choices	Yes
						Staff consistently follow the children's cues	Yes
						Children are provided with choices within their interests	No
						Staff respond to children's interests	No
						Staff create opportunities for enhancing self-help skills through play	No
			22	Supporting The Development Of Self-Esteem	4	Staff do not demonstrate inclusive practice	No
						Staff repeatedly give too many directions for a child to follow successfully	No
						Staff repeatedly do not acknowledge children's emotions appropriately	No
						Staff repeatedly do not focus encouragement on how the tasks are completed	No
						Staff demonstrate encouragement	Yes
						Staff role-model how to accomplish tasks	Yes
			Staff address children by their real name	Yes			
			Staff assist children to process their own emotions	Yes			
			Staff encourage children to identify the emotions of others	No			
23	Behaviour Guidance	3	Staff are physically abrupt with children	No			
			Staff repeatedly do not explain consequences in an calm manner	No			
			Staff repeatedly do not reinforce positive behaviour	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	3260					Staff repeatedly do not follow through with strategies	No			
						Staff use appropriate behaviour guidance strategies	Yes			
						Staff use developmentally-appropriate re-direction strategies	Yes			
						Staff respond to all children involved in an incident, to resolve the issue in a calm manner	Yes			
						Staff model turn taking/sharing	No			
						Staff adapt expectations based on the individual needs of the children	No			
						24	Supporting Communication And Extending Children'S Learning	3	Staff repeatedly solve the children's problems immediately	No
						Staff repeatedly miss opportunities to build children's knowledge	No			
						Staff repeatedly do not support children to follow through with strategies	No			
						Staff support the children's learning	Yes			
						Staff extend verbal/non-verbal interactions with materials	Yes			
						Staff are observed participating in play with children	Yes			
						Staff recall past experience to extend current learning opportunities	No			
						Staff extend children's vocabulary	No			
						Room Score : 3.46				
	4888		1	Daily And Visual Schedules	4	Daily Schedule is not posted	No			
						Daily Schedule does not balances between structure and flexibility	No			
						Visual Schedule is not accessible	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	Yes									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	4888					Staff initiated learning experiences	Yes			
						A Daily Schedule is posted that indicates time is planned for: Time to meet children's physical needs	Yes			
						A Daily Schedule is posted that indicates time is planned for: Photographs in Visual Schedule include children in the program	Yes			
						Alternate arrangements are indicated on the Daily Schedule	Yes			
						Daily Schedule is seasonally adjusted	Yes			
						Visual Schedule is seasonally adjusted	Yes			
						Daily Visual Schedule is referred to	No			
						2	Program Plan	5	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 its 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 language and literacy daily	Yes									
The following learning areas are planned and/or documented: One science and nature weekly	Yes									
The following learning areas are planned and/or documented: One block 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 pretend play 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									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	4888					External agencies/professionals attend meetings to plan appropriately for children with individual support needs	Yes			
						Children who do not nap or who wake early are provided with play materials which are documented	Yes			
						Evidence of formal programming time given to staff	Yes			
						Supervisor reviews program plans and signs them weekly	Yes			
						Information is accessible to parents on curriculum model	Yes			
						3	Learning Experiences	2	Learning experiences offered are not developmentally-appropriate	No
						Learning experiences do not promote choice for children	No			
						There is no current documentation which demonstrates that observations of children are used in the development of learning experiences	No			
						The play environment is not arranged into learning areas that are open and accessible throughout the day	No			
						Standardized Developmental Screening tool is completed for all children	Yes			
						Evidence of opportunities to discuss developmental progress with families	Yes			
						Photo documentation of learning experiences available	No			
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									
Activity resources accessible for families	No									
Portfolios regarding each child's development are accessible to families	No									
Enrichment program in addition to regular program is included monthly	Yes									
Time is scheduled daily for staff to prepare materials in advance of learning experiences	Yes									
4	Displays	2	Less than two displays include cultures/races	No						
More than half of the children's art work is product oriented, not process	No									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
TODDLER	4888					oriented	No
						Less than three displays include children's own artwork and as well as adult-made and/or commercial materials	No
						Displays are not: Reflective of children's recent activities	No
						Displays are not: Developmentally-appropriate	No
						Displays are not: Culturally-appropriate and free of bias	No
						Displays are not at child's eye level, as much as possible	No
						Displays are arranged in a segregated manner	No
						Displays include children in the room participating in learning experiences	No
						Two or more displays include people with disabilities	Yes
						Displays promote inclusion in daily living	Yes
						Two or more displays are in more than one language	Yes
						Two or more displays include family structures	Yes
						Displays include family involvement in activities and/or events	No
						5	Sensory, Science & Nature
			No materials for sensory learning experiences	No			
			Sensory opportunities are not available throughout the day	No			
			Permanent sensory equipment is accessible to children in the play environment	Yes			
			Three or more developmentally-appropriate science and/or nature equipment and/or materials are accessible	Yes			
			Opportunities to experience natural objects and/or events	Yes			
			Two or more planned and/or documented sensory learning experiences occur daily	No			
			Sensory learning experiences are planned and/or documented weekly to reflect different senses	Yes			

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TODDLER	4888					Two or more science and nature learning experiences planned and/or documented weekly	Yes			
						Science and Nature learning experiences planned and/or documented daily	Yes			
			6	Art			4	No equipment for art learning experiences	No	
								No materials for art learning experiences	No	
								Art opportunities not available throughout the day	No	
								Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use	Yes	
									Three or more art materials include diverse skin tones	Yes
			7	Language And Literacy			4	Two or more art learning experiences planned and/or documented daily	No	
								Three or more art mediums are used in planned/or documented learning experiences	Yes	
								Books are not accessible for independent use	No	
								Books for rotation are not available	No	
								Staff do not read to children daily	No	
Staff do not verbally label objects and actions	No									
Area does not include soft seating and/or cushions for sitting	No									
Less than two language and literacy toys or puzzles are accessible	No									
Less than three books contain real images of people and/or objects	No									
Two or more developmentally-appropriate books for each child enrolled are accessible	Yes									
Three or more books which include diverse people/cultures are accessible	Yes									
Language and literacy opportunities are integrated into one other area	Yes									
Two or more book accessories are accessible in the room	Yes									
Children have exposure to different languages	Yes									

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TODDLER	4888					Two or more books which include people with disabilities are accessible	Yes		
						Homemade books are accessible	Yes		
						Three or more books which include people with disabilities are accessible	No		
						Toy bins and shelves are labelled with words and pictures	Yes		
						Books are incorporated into three or more other learning areas	Yes		
			8	Music And Accessories			2	Music is not appropriate for the age group	No
								Staff do not sing to children daily	No
								Audio playlists are not available	Yes
								Musical instruments are not in good condition	No
								Radio is played when children are present	No
								Three or more different types of music are available to be played to children	Yes
			9	Physical Play Learning Experiences			3	Three or more different types of musical instruments are accessible to children	Yes
								Two or more music and movement learning experiences are planned and/or documented weekly	Yes
					Staff sing/play songs from different cultures	Yes			
					Props are used to enhance music experiences	Yes			
					No planned and/or documented physical play learning experiences	No			
					Staff are not engaged in planned and/or documented physical play learning experiences with the children	No			
					No designated safe space for indoor physical play	No			
					Physical play learning experiences are planned and/or documented for both the morning and afternoon	Yes			
					Developmentally appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
TODDLER	4888					Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon	No
						Two or more types of gross motor equipment are accessible to children in the room	No
			10	Cognitive & Manipulative And Block & Construction	5	Cognitive and manipulative materials are not accessible	No
						Blocks and construction materials are not accessible	No
						Blocks and construction accessories are not accessible	No
						Materials are not available for rotation	No
						Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible	Yes
						Three or more developmentally-appropriate blocks and construction materials are accessible	Yes
						Three or more developmentally-appropriate block and construction accessories are accessible	Yes
						Two complete toys for each child enrolled are accessible	Yes
			One planned and/or documented cause and effect learning experience offered weekly	Yes			
			One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts	Yes			
			Blocks and construction materials include three or more textures	Yes			
			Two or more block and construction learning experiences are planned and/or documented weekly	Yes			
			11	Pretend Play	4	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
						Pretend play area includes real items that are developmentally appropriate	Yes
						Mirror is accessible in the pretend play area	Yes
						Accessories and equipment reflect cultural diversity	

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
TODDLER	4888					Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	Yes		
						Three or more accessories are culturally diverse	No		
						Child's full body-length mirror is accessible in the room	Yes		
						12 Routine Care Practices	3	A daily information chart is not completed for each child	No
						Daily information chart is not reviewed with parent/guardian	No		
						Children's individual schedules are not available	No		
						Staff repeatedly are not following children's physical cues	No		
						Evidence of documentation of each child's interactions and/or learning experiences during the day	Yes		
						Staff are following children's physical cues	Yes		
						Daily Information Chart is available to be taken home	Yes		
						Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development	No		
						Children's individual schedules are followed by staff	No		
						13 Toileting And Diapering Routines	2	No change table	No
						Change table not in good condition	No		
Children are not given notice of upcoming diaper change	No								
Washroom is not adapted for use by all children	No								
Separate covered garbage is not being used for sanitary disposal of soiled diapers	No								
Current Regional Public Health toileting routine is posted	No								
Current Regional Public Health diapering routine is posted	No								
Current Regional Public Health potty routine is posted	A								

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TODDLER	4888					Posted procedures for toileting/potty and diapering are followed by staff	No		
						Washroom area includes a mirror at child's eye level	Yes		
						Toileting and diapering is viewed as an opportunity to interact with children	Yes		
						Child-sized sink is accessible in the washroom	Yes		
						Toileting and diapering is viewed as an opportunity to encourage self-help skills	No		
						Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level	Yes		
			14	Meals And/Or Snack Time			4	Individual children's needs are not met during meal and/or snack times	No
								Children do not sit in small groups	No
								No conversations and/or interactions occur during meals and/or snack times	No
								Food is not served on dishes or napkins	No
								Food is used as a reward or punishment	No
								Meal and/or snack times are viewed as a time for socialization and conversation	Yes
15	Cots And Bedding			4	Equipment required for seating is appropriate for the size, ability and developmental level of the children	Yes			
					Adult seating is accessible	Yes			
					Staff serve food while sitting with children during meal and/or snack times	Yes			
					Food preparation area in the room is not used for other uses	Yes			
					Staff use meal and/or snack time as opportunities for enhanced language learning	Yes			
					Children are encouraged to serve themselves	No			
Extra bedding is not available						No			
Cots in poor condition						No			

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TODDLER	4888					Cot set-up interferes with the program	No			
						Sheets are changed once a week, or sooner if needed	Yes			
						Cots are disinfected weekly	Yes			
						Resting environment includes soft music and dimmed lighting	Yes			
						Cots are designated	Yes			
						Areas above cots are free of storage	Yes			
						Cots are not used for storage	No			
						16	Health And Safety Toys And Play Equipment Washing	5	Schedule for toy washing does not meet Regional Public Health guidelines	No
									No schedule for toy washing	No
									Playground toys are not washed a minimum of two times a year	No
									First aid kit is not available in the room	No
									All areas are not kept in a state of good repair	No
									All areas are not maintained in a hygienic condition	No
									Play equipment, toys and materials are disorganized	No
			Health-related resources are accessible to families	Yes						
			Toys and play equipment washing schedule is signed and/or initialled and dated by staff	Yes						
			All areas are safe	Yes						
			Toys and play equipment are washed as they become soiled	Yes						
			Floor space with suitable floor coverings is available	Yes						
			Safe storage space available for equipment/toys and materials	Yes						
			Safety-related resources are accessible to families	Yes						
			Transitional toys used prior to meal and/or snack times are washed after	Yes						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
TODDLER	4888			Staff And Children'S Hand Hygiene	1	each use Safety/health resources are accessible to families in their preferred language	Yes		
						Current Regional Public Health hand washing procedures are not posted	Yes		
						Current Regional Public Health hand-washing procedures are not followed	Yes		
						Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner	No		
						Current Regional Public Health hand-sanitizing procedures are not posted	No		
						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	No		
						Transitions And Attendance Verification	5	Staff are not the recorders of the children's arrival and departure times	No
						Children's arrival and departure times are not recorded on the Main Attendance Record	No		
						Positive interactions do not occur between staff and children during transitions	No		
Extended waiting during transitions	No								
Staff do not prepare children prior to transitions	No								
Arrival and departure times are completed in pen	Yes								
Transitions are conducted in a smooth and seamless manner	Yes								
Attendance is verbally verified after staff transitions	Yes								
Portable attendance travels with each group	A								
Small groups of children who have left the room are reflected on the Main Attendance Record	A								

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
TODDLER	4888					Written verification of attendance after each staff change	Yes		
						Transition play materials are available	Yes		
			19	Positive Atmosphere	5			Staff shout at children	No
								Staff use sarcasm, mocking or harsh words	No
								Staff are repeatedly not welcoming	No
								Staff repeatedly do not model appropriate positive social behaviour	No
								Staff maintain a positive tone of voice	Yes
								Staff are patient	Yes
								Staff direct positive attention to all children	Yes
								Staff model positive non-verbal communication skills	Yes
								Staff use teachable moments to further develop positive social behaviours	Yes
								Staff display empathy	Yes
			20	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 unable to balance supervision with interactions	No								
Staff repeatedly position themselves with their back to the children	No								
Staff work as a team to position themselves so all children are supervised	Yes								
Staff anticipate situations to support children's interactions and activities	Yes								
Staff scan the room at all times	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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
TODDLER	4888						Yes
			21	Foster Children'S Independence	5	Staff repeatedly do not provide time for children to complete tasks	No
						Staff repeatedly do not allow children to make their own decisions	No
						Staff repeatedly do not encourage developmentally-appropriate self-help skills	No
						Children are provided with choices	Yes
						Staff consistently follow the children's cues	Yes
						Children are provided with choices within their interests	Yes
						Staff respond to children's interests	Yes
						Staff create opportunities for enhancing self-help skills through play	Yes
			22	Supporting The Development Of Self-Esteem	5	Staff do not demonstrate inclusive practice	No
						Staff repeatedly give too many directions for a child to follow successfully	No
						Staff repeatedly do not acknowledge children's emotions appropriately	No
						Staff repeatedly do not focus encouragement on how the tasks are completed	No
						Staff demonstrate encouragement	Yes
						Staff role-model how to accomplish tasks	Yes
			Staff address children by their real name	Yes			
			Staff assist children to process their own emotions	Yes			
			Staff encourage children to identify the emotions of others	Yes			
23	Behaviour Guidance	5	Staff are physically abrupt with children	No			
			Staff repeatedly do not explain consequences in an calm manner	No			
			Staff repeatedly do not reinforce positive behaviour	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	4888					Staff repeatedly do not follow through with strategies	No			
						Staff use appropriate behaviour guidance strategies	Yes			
						Staff use developmentally-appropriate re-direction strategies	Yes			
						Staff respond to all children involved in an incident, to resolve the issue in a calm manner	Yes			
						Staff model turn taking/sharing	Yes			
						Staff adapt expectations based on the individual needs of the children	Yes			
						24	Supporting Communication And Extending Children'S Learning	5	Staff repeatedly solve the children's problems immediately	No
									Staff repeatedly miss opportunities to build children's knowledge	No
									Staff repeatedly do not support children to follow through with strategies	No
									Staff support the children's learning	Yes
			Staff extend verbal/non-verbal interactions with materials	Yes						
			Staff are observed participating in play with children	Yes						
			Staff recall past experience to extend current learning opportunities	Yes						
			Staff extend children's vocabulary	Yes						
Room Score : 3.88										
PRESCHOOL	3259		1	Daily And Visual Schedules	4	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	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	3259					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	Yes
						Daily Schedule is seasonally adjusted	Yes
						Visual Schedule is seasonally adjusted	Yes
						Photographs in Visual Schedule include children in the program	Yes
						Daily Visual Schedule is referred to	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 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	

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	3259					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	No			
						Children who do not nap or wake early are provided with play materials which are documented	Yes			
						Evidence of formal programming time given to staff	Yes			
						Supervisor reviews Program Plans and signs them weekly	Yes			
						Information is accessible to parents on curriculum model	Yes			
						3	Learning Experiences	2	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	No
									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	No						
			Enrichment program in addition to regular program is included monthly	Yes						
			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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	3259					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
						5	Displays
			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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	3259					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	Yes			
						Two or more displays are in more than one language	Yes			
						Children's three-dimensional creations are on display	Yes			
						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 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	Yes						
			One science and/or nature learning experience planned and/or documented daily	No						
			Opportunities to experience natural objects and/or events	Yes						

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PRESCHOOL	3259					Two or more planned and /or documented sensory learning experiences daily	No
						Permanent sensory equipment accessible to children in the play environment	Yes
						Evidence of extended science and/or nature projects	Yes
			7	Art	3	No equipment for art learning experiences	No
						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			
			Equipment for art learning experiences are accessible to children	Yes			
			Two or more art learning experiences planned and/or documented daily	No			
			Evidence of extended art projects	No			
			Art projects are incorporated into other areas	No			
			Three or more art mediums are used in planned and/or documented experiences	Yes			
			8	Books	2	Books are in poor condition	No

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	3259					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	No
						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	No
						Three or more books which include people with disabilities are accessible	No
Three or more books which include diverse people/cultures are accessible	Yes						
Two or more book accessories are accessible in the book area	No						
Two or more print materials are accessible	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

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
PRESCHOOL	3259					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	No	
						Two or more language and literacy learning experiences are planned and/or documented daily	No	
						Children have exposure to different languages	Yes	
						Staff use more than one form of communication	Yes	
						Staff provide opportunities for families to access literacy materials	Yes	
						Community language and literacy experiences available to the children monthly	Yes	
			10	Music And Accessories		4	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
11	Physical Play Learning Experiences		4	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			
				Musical instruments are in good condition	Yes			
				Two or more music and movement learning experiences are planned and/or documented weekly	Yes			
Staff sing/play songs from different cultures	Yes							
Props are used to enhance music experiences	No							
Audio playlists are available	No							
11	Physical Play Learning Experiences		4	No planned and/or documented physical play learning experiences	No			
				Physical play learning experiences are not offered during inclement weather	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	3259					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	No			
						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			
						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	Yes									
On-going project work is saved	No									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	3259		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	4	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
						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	Yes						
Three or more accessories are culturally diverse	Yes						
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	Yes						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
PRESCHOOL	3259					Children create props and accessories for the dramatic play area	No	
			15	Electronic Media Usage				
			16	Toileting And Diapering Routines	5	Current Regional Public Health toileting routine not posted	No	
						Current Regional Public Health diapering routine not posted	No	
						Current Regional Public Health potty routine not posted	A	
						No change table/mat available	A	
						Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed	No	
						Separate covered garbage is not being used for sanitary disposal of soiled diapers	No	
						Washroom is not adapted for use by all children	No	
						Posted procedures for toileting/potty and diapering are followed by staff	Yes	
Change table/mat is in good condition	A							
Toileting and diapering is unhurried	Yes							
Toileting and diapering is viewed as an opportunity to interact with children	Yes							
Toileting and diapering is viewed as an opportunity to encourage self-help skills	Yes							
Washroom area includes a mirror at child's eye level	Yes							
Child-sized sink is accessible in the washroom	Yes							
Centre provides additional diapering supplies when required	Yes							
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				

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PRESCHOOL	3259					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			
						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			
						18	Equipment Required For Eating And Seating	5	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
									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	2	Cots are not designated	No						
			Cots used for storage	Yes						
			Extra bedding is not available	No						
			Cots in poor condition	No						

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PRESCHOOL	3259					The sleeping area has a cot designated for each child	Yes
						Areas around cots are hazard free	Yes
						Sheets are changed once a week or sooner, if needed	Yes
						Cots are disinfected weekly	Yes
						Cot set-up does not interfere with program	Yes
						Sleep routines meet the needs of the children	Yes
			Resting environment includes soft music and dimmed lighting	Yes			
			Children are allowed to bring a soft toy and/or bedding from home	Yes			
			20	Health And Safety	5	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	Yes			
	21	Toys And Play Equipment Washing			5	No schedule for toy washing	No
						Schedule for toy washing does not meet Regional Public Health	No

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PRESCHOOL	3259					guidelines Toys and play equipment are not washed as they become soiled	No			
						Schedule for toy washing meets Regional Public Health guidelines	Yes			
						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	Yes			
						Playground and indoor gross motor toys are washed a minimum of two times a year	Yes			
						22	Staff And Children'S Hand Hygiene	4	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	No						
23	Transitions	4	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						

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PRESCHOOL	3259					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	
						Learning experiences are planned and/or documented for transitions	No	
						Transition play materials are available	Yes	
			24	Attendance Verification		2	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	No
							Portable attendance travels with each group	Yes
25	Positive Atmosphere		4	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			
				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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	3259						No			
						Staff are welcoming	Yes			
						Staff maintain a positive tone of voice	Yes			
						Staff are patient	Yes			
						Staff model appropriate positive social behaviour	Yes			
						Staff direct positive attention to all children	Yes			
						Staff demonstrate flexibility	Yes			
						Staff use teachable moments to further develop positive social behaviours	No			
						Staff display empathy	Yes			
						26	Supervision Of Children	1	Staff unaware of the number of children in the room	Yes
						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	No									
Supervision is conducted in a non-disruptive manner	Yes									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	3259		27	Foster Children'S Independence	3	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
						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	No			
			Staff create opportunities for enhancing self-help skills through play	No			
			28	Supporting The Development Of Self-Esteem	3	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							

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	3259						No
			29	Behaviour Guidance	4	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
						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	No			
			30	Supporting Development Of Communication Skills	3	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

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	3259					Staff model active listening skills	Yes			
						Staff are observed participating in play with children	Yes			
						Staff extend verbal/non-verbal interactions with materials	No			
						Staff extend children's vocabulary	Yes			
						Staff encourage verbal/non-verbal interactions between children	No			
						31	Extending Children'S Learning	3	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	No			
						Staff are responsive to all learning opportunities	No			
						Room Score : 3.48				
	4887		1	Daily And Visual Schedules	4	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	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887					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	Yes
						Daily Schedule is seasonally adjusted	Yes
						Visual Schedule is seasonally adjusted	Yes
						Photographs in Visual Schedule include children in the program	Yes
						Daily Visual Schedule is referred to	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	No
						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 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	

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	4887					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	No			
						Children who do not nap or wake early are provided with play materials which are documented	Yes			
						Evidence of formal programming time given to staff	Yes			
						Supervisor reviews Program Plans and signs them weekly	Yes			
						Information is accessible to parents on curriculum model	Yes			
						3	Learning Experiences	2	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	No
									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	No
			Activity resources accessible for families	No						
			Portfolios regarding each child's development are accessible to families	No						
			Enrichment program in addition to regular program is included monthly	Yes						
			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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887					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	Yes
						Two or more educational play materials reflecting people with disabilities are accessible in at least three areas	No
						Two or more educational play materials reflecting diverse people/cultures are accessible in at least three areas	Yes
						5	Displays
			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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value				
PRESCHOOL	4887					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	Yes				
						Two or more displays are in more than one language	Yes				
						Children's three-dimensional creations are on display	Yes				
							6	Sensory, Science & Nature	3	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 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	No						
				One science and/or nature learning experience planned and/or documented daily	No						
				Opportunities to experience natural objects and/or events	Yes						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887					Two or more planned and /or documented sensory learning experiences daily	No
						Permanent sensory equipment accessible to children in the play environment	Yes
						Evidence of extended science and/or nature projects	No
			7	Art	3	No equipment for art learning experiences	No
						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			
			Equipment for art learning experiences are accessible to children	Yes			
			Two or more art learning experiences planned and/or documented daily	No			
			Evidence of extended art projects	No			
			Art projects are incorporated into other areas	No			
			Three or more art mediums are used in planned and/or documented experiences	Yes			
			8	Books	2	Books are in poor condition	No

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887					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	No
						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	No
						Three or more books which include people with disabilities are accessible	No
Three or more books which include diverse people/cultures are accessible	Yes						
Two or more book accessories are accessible in the book area	No						
Two or more print materials are accessible	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

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
PRESCHOOL	4887					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	No		
						Two or more language and literacy learning experiences are planned and/or documented daily	No		
						Children have exposure to different languages	Yes		
						Staff use more than one form of communication	Yes		
						Staff provide opportunities for families to access literacy materials	Yes		
			Community language and literacy experiences available to the children monthly	Yes					
			10	Music And Accessories		4		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								
11	Physical Play Learning Experiences		4		Three or more different types of musical instruments are accessible to children	Yes			
					Musical instruments are in good condition	Yes			
					Two or more music and movement learning experiences are planned and/or documented weekly	Yes			
					Staff sing/play songs from different cultures	Yes			
					Props are used to enhance music experiences	No			
					Audio playlists are available	No			
					No planned and/or documented physical play learning experiences	No			
					Physical play learning experiences are not offered during inclement weather	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	4887					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	No			
						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
									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	Yes						
			On-going project work is saved	No						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887		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
			14	Dramatic Play	4	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
						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	Yes						
Three or more accessories are culturally diverse	Yes						
Child's full body-length mirror is accessible in the room	Yes						
Literacy is incorporated into the dramatic play area	Yes						
Accessories are added and built upon daily	Yes						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
PRESCHOOL	4887					Children create props and accessories for the dramatic play area	No	
			15	Electronic Media Usage				
			16	Toileting And Diapering Routines	5	Current Regional Public Health toileting routine not posted	No	
						Current Regional Public Health diapering routine not posted	No	
						Current Regional Public Health potty routine not posted	A	
						No change table/mat available	A	
						Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed	No	
						Separate covered garbage is not being used for sanitary disposal of soiled diapers	No	
						Washroom is not adapted for use by all children	No	
						Posted procedures for toileting/potty and diapering are followed by staff	Yes	
Change table/mat is in good condition	A							
Toileting and diapering is unhurried	Yes							
Toileting and diapering is viewed as an opportunity to interact with children	Yes							
Toileting and diapering is viewed as an opportunity to encourage self-help skills	Yes							
Washroom area includes a mirror at child's eye level	Yes							
Child-sized sink is accessible in the washroom	Yes							
Centre provides additional diapering supplies when required	Yes							
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	3	Food is used as a reward or punishment	No				
			No conversations and/or interactions occur during meal and/or snack times	No				

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PRESCHOOL	4887					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			
						Staff use meal and/or snack times as opportunities for enhanced language learning	Yes			
						Children self-serve all foods	No			
						Children assist with lunch/snack routines	No			
						18	Equipment Required For Eating And Seating	5	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
									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	2	Cots are not designated	No						
			Cots used for storage	Yes						
			Extra bedding is not available	No						
			Cots in poor condition	No						

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PRESCHOOL	4887					The sleeping area has a cot designated for each child	Yes
						Areas around cots are hazard free	Yes
						Sheets are changed once a week or sooner, if needed	Yes
						Cots are disinfected weekly	Yes
						Cot set-up does not interfere with program	Yes
						Sleep routines meet the needs of the children	Yes
			Resting environment includes soft music and dimmed lighting	Yes			
			Children are allowed to bring a soft toy and/or bedding from home	Yes			
			20	Health And Safety	5	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	Yes			
	21	Toys And Play Equipment Washing			2	No schedule for toy washing	No
						Schedule for toy washing does not meet Regional Public Health	No

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	4887					guidelines Toys and play equipment are not washed as they become soiled	No			
						Schedule for toy washing meets Regional Public Health guidelines	No			
						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	Yes			
						Playground and indoor gross motor toys are washed a minimum of two times a year	Yes			
						22	Staff And Children'S Hand Hygiene	2	Current Regional Public Health hand washing procedures are not posted	No
									Current Regional Public Health hand washing procedures are not followed	Yes
									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	No
23	Transitions	4	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						

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PRESCHOOL	4887					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
						Learning experiences are planned and/or documented for transitions	No
						Transition play materials are available	Yes
			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
25	Positive Atmosphere	5	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			
			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			

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Visit Id: 71189	Visit Date: 14-APR-2014	Assessed By: Eileen Sangster
Location Id: 9764	Location Name: Childspace 3	

Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	4887						No			
						Staff are welcoming	Yes			
						Staff maintain a positive tone of voice	Yes			
						Staff are patient	Yes			
						Staff model appropriate positive social behaviour	Yes			
						Staff direct positive attention to all children	Yes			
						Staff demonstrate flexibility	Yes			
						Staff use teachable moments to further develop positive social behaviours	Yes			
						Staff display empathy	Yes			
						26	Supervision Of Children	4	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	No									
Supervision is conducted in a non-disruptive manner	Yes									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887		27	Foster Children'S Independence	4	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
						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	No			
			Staff create opportunities for enhancing self-help skills through play	Yes			
			28	Supporting The Development Of Self-Esteem	2	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	No						
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							

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	4887						No
			29	Behaviour Guidance	4	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
						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	No
			Children demonstrate awareness of classroom expectations	Yes			
			Staff encourage children to problem solve to resolve peer conflict	No			
			30	Supporting Development Of Communication Skills	3	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

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	4887					Staff model active listening skills	Yes			
						Staff are observed participating in play with children	Yes			
						Staff extend verbal/non-verbal interactions with materials	Yes			
						Staff extend children's vocabulary	No			
						Staff encourage verbal/non-verbal interactions between children	No			
						31	Extending Children'S Learning	3	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	No			
						Staff recall past experiences to extend current learning opportunities	No			
						Staff are responsive to all learning opportunities	No			
Room Score : 3.42										
PLAYGROUND	3476		1	Supervision Of Children	5	Staffing not in place to safely escort children to and from the playground and/or indoor gross motor play area	No			
						Ratios not maintained on the playground and/or indoor gross motor play area	No			
						Staff do not position themselves to ensure clear view of all playground and/or indoor gross motor play areas	No			
						Staff do not scan the playground and/or indoor gross motor play area	No			
						Staff are able to balance supervision with interactions	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
PLAYGROUND	3476					Staff are aware of the numbers and location of children	Yes	
						Staff react quickly to remedy unsafe conditions and/or situations	Yes	
						Centre provides extra seasonal outdoor clothing	Yes	
						Communication is accessible by use of cordless phone, child care cell phone, walkie talkie and/or intercom	Yes	
						Time is scheduled daily to set up the playground prior to children having access to it	Yes	
						Each age group has their own designated outdoor time	Yes	
			2	Outdoor Play Space And Shade Areas		4	One playground surface accessible	No
							Sensory materials and/or sand are not accessible	No
							Play space is not defined	No
							Outdoor play space is not in a state of good repair	No
							No shade is accessible on the playground	No
							Water source is not available	No
						Two playground surfaces accessible	Yes	
						Sensory materials and/or sand accessible to children during entire outdoor play time	Yes	
						Sand box covered when not in use	Yes	
						Infants are provided with outdoor gross motor time	Yes	
						Balance of shade and sunny areas	Yes	
						Natural elements are in or beside the playground	Yes	
						Playground includes seating area	Yes	
						Third surface provided	Yes	
						Incline surface accessible	Yes	
						Each age group has their own designated play space	Yes	

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
PLAYGROUND	3476					Nature built furnishings and equipment	Yes		
						Evidence that a garden and/or nature area is accessible	No		
						Outdoor play space accessible in all weather conditions	No		
			3	Physical Play Equipment	5			No balls are available	No
								Balls are not inflated	No
								No additional developmentally-appropriate physical play equipment is available	No
								Three or more balls are accessible	Yes
								Three or more additional developmentally-appropriate physical play equipment is accessible	Yes
								Staff set up physical play equipment to facilitate participation	Yes
								Three or more types of equipment accessible to foster balance, coordination and climbing skills	Yes
			4	Learning Materials	5			No learning materials accessible	No
								Insufficient amount of learning materials for the number of children wanting to use them	No
								Learning materials are not in good condition	No
								Three or more different types of learning materials accessible	Yes
						Learning materials reflect the interests of children	Yes		
						Learning materials are developmentally-appropriate	Yes		
						Three or more types of learning materials are accessible to explore nature	Yes		
						Two or more learning areas are extended to the outdoor environment	Yes		
						Two or more learning materials promote social and/or dramatic play	Yes		

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PLAYGROUND	3476		5	Wheeled Toys	4	No wheeled toys available	No
						Wheeled toys are not in good condition	No
						Only one type of wheeled toy available	No
						One wheeled toy for every four children accessible	Yes
						Wheeled toys are developmentally-appropriate	Yes
						Two or more types of wheeled toys are accessible	Yes
						One large winter toy for every four children is available	Yes
			6	Outdoor Storage	3	No storage provided for outdoor equipment	No
						Outdoor equipment is stacked on top of each other in an unsafe manner	No
						Outdoor storage is not securely locked	No
						Designated storage provided for all outdoor equipment	Yes
						Storage is accessible all year round	Yes
						First aid kit is accessible outside	Yes
						Storage for outdoor equipment is located close to or on the playground	Yes
Storage is organized	No						
Storage is labelled	No						
Room Score : 4.33							
NUTRITION			1	Meal/Menu Planning	4	Menus are not planned in accordance with the DNA standards: One serving of grain products	No

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
NUTRITION						Menus are not planned in accordance with the DNA standards: Two servings from the Vegetables and Fruits food group	No
						Menus are not planned in accordance with the DNA standards: One serving of Milk and Alternatives	No
						Menus are not planned in accordance with the DNA standards: One serving of Meat and Alternatives	No
						Menus are not planned in accordance with the DNA standards: Menu for the current and following week are not posted	No
						Menus are not planned in accordance with the DNA standards: Food is not offered to the children in accordance with the DNA standard	No
						Menus are not planned in accordance with the DNA standards: 25% of food is not described on the Menu	No
						Children are offered food in proportion to their time in care	Yes
						Menus provide a clear description of food served, detailing the main ingredients	Yes
						Fruits served are identified on a daily basis	Yes
						Water is available at all times	Yes
						Menu planned according to age group	Yes
						Agency has visited caterer's food preparation location	Yes
						Three or more types of foods are offered weekly	Yes
						A dark green or orange vegetable/fruit is offered in meal and/or snacks daily	No
						Menus reviewed annually by registered dietitian or member of CSNM	Yes
					Current letter from registered dietitian /or CSNM accessible for viewing	Yes	
					Evidence that recommendations made by registered dietitian or member of CSNM are implemented	A	
			2	Centre Meal Requirements	5	Meal does not meet requirements described in the introduction	No
						Meal has high content of sugar, fat and/or salt	No
						Amount of food offered to children is not developmentally-appropriate	No

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
NUTRITION						Food is available for children who request more	Yes	
						Amount of food offered to children respects individual needs	Yes	
						The main meal offered on the day of assessment consists of at least the following requirements: One serving of grain products	Yes	
						The main meal offered on the day of assessment consists of at least the following requirements: Two servings from the Vegetables and Fruits food group	Yes	
						The main meal offered on the day of assessment consists of at least the following requirements: One serving of Milk and Alternatives	Yes	
						The main meal offered on the day of assessment consists of at least the following requirements: One serving of Meat and Alternative	Yes	
						Centre offers alternate menu(s)	Yes	
						Current Canada's Food Guide is posted in a public area	Yes	
						Healthy meal resources are accessible for parents	Yes	
				3	Snack Planning And Requirements	3	No snack provided to children	No
							Snack menus for current and following week are not posted	No
							Snack contains high content in sugar, fat and/or salt	No
							Snack does not consist of at least two different food groups	No
							Juice offered is not made from 100 per cent real fruit	No
							Snack consists of foods that promote and contribute to a child's nutritional needs	Yes
						Snacks are timed to meet the needs of the majority of the children	Yes	
						Weekly snack menu offers three or more types of food	Yes	
						Food is available for children who request more	Yes	
						Third snack is planned and documented	No	
						Morning and afternoon snacks include three food groups	Yes	
						Evidence that water or milk is offered with all snacks daily		

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
NUTRITION						Snack menus reviewed annually by registered dietitian or member of CSNM	Yes	
						Evidence that recommendations made by registered dietitian or member of CSNM are implemented	No	
				4	Menu And/Or Snack Adaptations	5	Menu and/or snack adaptations for the current and following week are not posted in the food preparation area	No
						Listing of children's individual dietary requirements are not posted in each room	No	
						Consistency of foods are not modified to meet the feeding skills of the child	No	
						Menu and/or snack plans are adapted with appropriate and varied changes to accommodate children	Yes	
						Food and beverage adaptations are labelled with child's name to ensure food is served to the correct child	Yes	
						A record of menu and/or snack adaptations is posted and retained for 30 days	Yes	
						Centre provides food adaptations when required	Yes	
						Menu and/or snack adaptations are similar in nutritional value	Yes	
					A list of enrolled children's individual diets are posted and includes: Name of child	Yes		
					A list of enrolled children's individual diets are posted and includes: Description of dietary restriction	Yes		
					A list of enrolled children's individual diets are posted and includes: Listing by group	Yes		
					A list of enrolled children's individual diets are posted and includes: Date list was last updated	Yes		
					A list of enrolled children's individual diets are posted and includes: What medical attention or action to be taken after exposure to food allergies and/or restrictions	Yes		
					A list of enrolled children's individual diets are posted and includes: Updated semi annually	Yes		
					Menu and/or snack adaptations appear similar to the food that is served to other children	Yes		

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
NUTRITION						Evidence that children's individual dietary requirements are reviewed and updated quarterly	Yes	
						Centre provides beverage adaptations when required	Yes	
				5	Food Substitutions	5	No substitution provided for the group when the planned food is not available	No
						No substitution provided for an individual child when the planned food is not available	No	
						Food substitutions are always similar	No	
						All food substitutions for the group are posted and retained for 30 days	Yes	
						Individual food substitutions are posted and retained for 30 days	Yes	
						Centre provides substitutions for food and beverages	Yes	
						Food substitutions are similar in nutritional value	Yes	
						Food substitutions are varied	Yes	
						Non-perishable food items are available at the centre in case of emergencies	Yes	
				6	Preparation, Handling And Transportation Of Food	5	Food handling is not sanitary	No
						Food and beverages are heated in plastic bottles or melamine	No	
						Food contact surfaces, including cutting boards, are not cleaned and sanitized to eliminate cross contamination	No	
					Baby formula is being served more than two hours after being heated	No		
					Hand hygiene area in the food preparation area is not equipped with handsoap, paper towels	No		
					Fruits and vegetables are washed before being served to children	Yes		
					Food is wrapped or covered during transportation from the food preparation area	Yes		
					Current Regional Public Health hand washing procedure is posted	Yes		
					Food preparers complete training on safe food preparation at least every five years	Yes		

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
NUTRITION						Supervisor annually reviews best practices for food handling with food preparer(s)	Yes	
						More than one staff trained in Food Handlers Course	Yes	
						Food Handlers Certification is posted and accessible for viewing	Yes	
						Food temperatures are documented daily	Yes	
				7	Health And Safety Kitchen And/Or Food Preparation Area	5	Hazards observed	No
						The following are not hygienically maintained: Kitchen preparation area	No	
						The following are not hygienically maintained: Food storage area	No	
						The following are not hygienically maintained: Kitchen equipment	No	
						All kitchen and/or food preparation areas and equipment are: Kept in a state of good repair	Yes	
						All kitchen and/or food preparation areas and equipment are: Organized	Yes	
					All kitchen and/or food preparation areas and equipment are:Open food is stored in sealed containers	Yes		
					All kitchen and/or food preparation areas and equipment are: Cupboards are labelled	Yes		
					Cleaning/sanitizing checklist posted, dated and signed by staff weekly	Yes		
					Regional food recalls and/or allergy alerts are posted	Yes		
					Food preparation area is separated from the program	Yes		
Room Score : 4.57								

Comments : Unannounced visit to the centre today to complete the Quality assessment. Joint visit with Gail M. Who completed the Infant , Toddler , playground and nutrition sections. CDA's discussed with supervisor. Please follow up with you consultant by April 28,2014. Thank you for the lovely visit.