

Consultant: Mary Peddie	Phone: (416) 397-1449	Email: mpeddie@toronto.ca
Visit Id: 79087	Visit Date: 28-JAN-2015	Assessed By: Lori Houle
Location Id: 1231	Location Name: Childspace 2	

Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
TODDLER	6587		1	Daily And Visual Schedules	5	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	
						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	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							
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							

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TODDLER	6587					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
						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	5	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	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

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TODDLER	6587					Activity resources accessible for families	Yes		
						Portfolios regarding each child's development are accessible to families	Yes		
						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	5			Less than two displays include cultures/races	No
								More than half of the children's art work is product oriented, not process 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	Yes
Displays are not at child's eye level, as much as possible	No								
Displays are arranged in a segregated manner	No								
5	Sensory, Science & Nature	5			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			
5	Sensory, Science & Nature	5			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	Yes			
5	Sensory, Science & Nature	5			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			

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TODDLER	6587					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	Yes			
						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	5	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						
			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	5	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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
TODDLER	6587					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			
						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	Yes			
						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	5	Music is not appropriate for the age group	No
									Staff do not sing to children daily	No
									Audio playlists are not available	A
			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						

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TODDLER	6587		9	Physical Play Learning Experiences	5	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
						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						

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TODDLER	6587		11	Pretend Play	5	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	Yes
			Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	Yes			
			Three or more accessories are culturally diverse	Yes			
			Child's full body-length mirror is accessible in the room	Yes			
			12	Routine Care Practices	5	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						
13	Toileting And Diapering Routines	5	No change table	No			
			Change table not in good condition	No			
			Children are not given notice of upcoming diaper change	No			

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TODDLER	6587					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
						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	Yes			
			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			
			Staff serve food while sitting with children during meal and/or snack times	Yes			

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TODDLER	6587					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	No		
						Children are encouraged to serve themselves	No		
			15	Cots And Bedding			5	Extra bedding is not available	No
								Cots in poor condition	No
								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
			16	Health And Safety Toys And Play Equipment Washing			4	Areas above cots are free of storage	Yes
								Cots are not used for storage	Yes
16	Health And Safety Toys And Play Equipment Washing			4	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									

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TODDLER	6587					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 mealand/or snack times are washed after each use	A				
						Safety/health resources are accessible to families in their preferred language	No				
						17	Staff And Children'S Hand Hygiene		4	Current Regional Public Health hand washing procedures are not posted	Yes
										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	No				
						Real photos are used for visual hand washing procedure	Yes				
						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										

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
TODDLER	6587					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		
			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
			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	Yes			

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TODDLER	6587					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	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	3	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						

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TODDLER	6587					Staff assist children to process their own emotions	No		
						Staff encourage children to identify the emotions of others	No		
			23	Behaviour Guidance	5			Staff are physically abrupt with children	No
								Staff repeatedly do not explain consequences in a calm manner	No
								Staff repeatedly do not reinforce positive behaviour	No
								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
			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								
Room Score : 4.75									
PRESCHOOL	350		1	Daily And Visual Schedules	5	Daily Schedule is not posted	No		

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PRESCHOOL	350					Visual Schedule is not accessible to the children	No
						Time is not planned for different learning experiences/learning periods	No
						A daily schedule is posted that indicates time is planned for: Outdoor play	Yes
						A daily schedule is posted that indicates time is planned for: Indoor play	Yes
						A daily schedule is posted that indicates time is planned for: Child and Staff initiated learning experiences	Yes
						A daily schedule is posted that indicates time is planned for: Time to meet children's physical needs	Yes
						Visual Schedule is accessible to the children	Yes
						Daily Schedule balances between structure and flexibility	Yes
						Alternate arrangements are indicated on the Daily Schedule	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	Yes
						2	Program Plan
			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				

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PRESCHOOL	350					science and nature weekly	Yes
						The following learning areas are planned and/or documented: One block and construction weekly	Yes
						The following learning areas are planned and/or documented: One music and movement weekly	Yes
						The following learning areas are planned and/or documented: One dramatic weekly	Yes
						Current Program Plan includes descriptions of the learning opportunities	Yes
						Evidence that individual goals of children are incorporated into the Program Plan	Yes
						External agencies/professionals attend meetings to plan appropriately for children with individual support needs	Yes
						Children who do not nap or wake early are provided with play materials which are documented	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	5	Learning experiences offered do not reflect the current Program Plan	No
						Learning experiences offered are not developmentally-appropriate	No
						Learning experiences do not promote choice for children	No
						There is current documentation which demonstrates that observations of children are used in the development of learning experiences	Yes
						Learning experiences are adapted to meet any child's individual needs	Yes
						Learning experiences are based on children's interests	Yes
						Photo documentation of learning experiences available	Yes
						Activity resources accessible for families	Yes
						Portfolios regarding each child's development are accessible to families	Yes
						Enrichment program in addition to regular program is included monthly	Yes

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PRESCHOOL	350						Yes
			4	Indoor Physical Environment	5	Play equipment, toys and materials are disorganized	No
						Toys are not accessible on open shelves to children	No
						Furnishings are in poor condition	No
						Room set up does not allow for supervision of children	No
						The play environment is arranged into learning areas that are open and accessible throughout the day	Yes
						The play environment is designed to promote participation and peer interactions	Yes
						The play environment is designed to promote independent use by children	Yes
						Floor space with suitable floor coverings is available	Yes
						Safe storage space available for equipment/toys and materials	Yes
						Safe mirror at child's eye level in the playroom	Yes
						Two or more educational play materials reflecting people with disabilities are accessible in two areas	Yes
						Two or more educational play materials reflecting diverse people/cultures are accessible in two areas	Yes
						Organized storage space available	Yes
						Time is scheduled daily for staff to prepare materials in advance of learning experiences	Yes
			Environment adjusted to meet the needs of children	Yes			
			Child height windows in doors/walls to see out	Yes			
			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	5	No displays posted	No

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PRESCHOOL	350					More than half of the children's art work is product oriented, not process oriented	No
						Displays are arranged in a segregated manner	No
						At least three displays include children's own artwork as well as adult-made and/or commercial materials	Yes
						Displays are: Reflective of children's recent activities	Yes
						Displays are: Developmentally appropriate	Yes
						Displays are: Culturally appropriate and free of bias	Yes
						Two or more displays include people with disabilities	Yes
						Two or more displays include cultures/races	Yes
						Two or more displays include family structures	Yes
						As much as possible, displays are at child's eye level	Yes
						Photographs of current children and/or families are displayed	Yes
						Additional displays are placed throughout the environment	Yes
						Displays include family involvement in activities and/or events	Yes
						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	5	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	

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PRESCHOOL	350					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	A			
						Opportunities to experience natural objects and/or events	Yes			
						Two or more planned and /or documented sensory learning experiences daily	Yes			
						Permanent sensory equipment accessible to children in the play environment	Yes			
						Evidence of extended science and/or nature projects	Yes			
						7	Art	5	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						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350					Two or more art learning experiences planned and/or documented daily	Yes
						Evidence of extended art projects	Yes
						Art projects are incorporated into other areas	Yes
						Three or more art mediums are used in planned and/or documented experiences	Yes
			8	Books	5	Books are in poor condition	No
						Books are not accessible for independent use	No
						Less than two developmentally-appropriate books for each child enrolled	No
						Area does not include soft seating and/or cushions for sitting	No
						Books reflect three or more topics	Yes
						Three or more books contain real images of people and/or objects	Yes
						Two or more books which include diverse people/cultures are accessible	Yes
						Two or more books which include people with disabilities are accessible	Yes
						One book accessory is accessible in the book area	Yes
						Books for rotation are available	Yes
			Books are incorporated into one other learning area	Yes			
			Books are incorporated into three or more other learning areas	Yes			
			Two or more books relate to current Program Plan	Yes			
			Homemade books are accessible	Yes			
			Three or more books which include people with disabilities are accessible	Yes			
			Three or more books which include diverse people/cultures are accessible	Yes			
			Two or more book accessories are accessible in the book area	Yes			
			Two or more print materials are accessible	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350		9	Language And Literacy	4	Staff do not read to children daily	No
						Writing materials are not accessible	No
						Language and literacy toys/puzzles are not accessible	No
						Three or more writing materials are accessible	Yes
						Two or more language and literacy toys or puzzles are accessible	Yes
						Toy bins and/or shelves are labelled with words and/or pictures	Yes
						Language and literacy opportunities are integrated into one other area	Yes
			Toy bins and shelves are labelled with words and pictures	Yes			
			Two or more language and literacy learning experiences are planned and/or documented daily	Yes			
			Children have exposure to different languages	No			
			Staff use more than one form of communication	No			
			Staff provide opportunities for families to access literacy materials	Yes			
			Community language and literacy experiences available to the children monthly	Yes			
			10	Music And Accessories	5	Loud background music interferes with learning experiences	No
Music is not appropriate for the age group	No						
Radio is played when children are present	No						
Staff do not sing to children daily	No						
Three or more different types of music is available to be played to children	Yes						
Three or more different types of musical instruments are accessible to children	Yes						
Musical instruments are in good condition	Yes						
Two or more music and movement learning experiences are planned and/or documented weekly	Yes						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
PRESCHOOL	350					Staff sing/play songs from different cultures	Yes		
						Props are used to enhance music experiences	Yes		
						Audio playlists are available	A		
			11	Physical Play Learning Experiences	5			No planned and/or documented physical play learning experiences	No
								Physical play learning experiences are not offered during inclement weather	No
								Indoor gross motor equipment is not available	No
								Children are given a choice of two or more planned and/or documented physical play learning experiences daily	Yes
								Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate	Yes
								Staff are engaged in planned and/or documented physical play learning experiences with the children	Yes
			12	Blocks And Construction	5			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	Yes
								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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PRESCHOOL	350					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	Yes			
			13	Cognitive And Manipulative	5			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	5			5	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									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value		
PRESCHOOL	350					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		
						Children create props and accessories for the dramatic play area	Yes		
			15		Electronic Media Usage				
			16		Toileting And Diapering Routines		2	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	No			
					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	No			
					Change table/mat is in good condition	Yes			
					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			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350					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	No
			17	Meals And/Or Snack Time	4	Food is used as a reward or punishment	No
						No conversations and/or interactions occur during meal and/or snack times	No
						Individual children's needs are not met during meal and/or snack times	No
						Children are encouraged to eat food, but never forced	Yes
						Meal and/or snack times are viewed as a time for socialization and conversation	Yes
						Staff sit with children while serving food at the table	Yes
						Children sit in small groups	Yes
						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	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	

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350					All seating is washable, including cushioned seating	Yes
						Running water is located in the room	Yes
			19	Cots And Bedding	5	Cots are not designated	No
						Cots used for storage	No
						Extra bedding is not available	No
						Cots in poor condition	No
						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	4	One or more areas in the room is/are not in a state of good repair	No
						One or more areas in the room is/are not hygienic	No
						One or more areas in the room is/are not safe	No
						First aid kit available in the room	Yes
						All areas accessible to children are: Kept in a state of good repair	Yes
						All areas accessible to children are: Safe	Yes
						All areas accessible to children are: Maintained in a hygienic condition	Yes
						All areas accessible to children are: Organized	Yes

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value					
PRESCHOOL	350						Yes					
							No					
							Yes					
							Yes					
							No					
						21	Toys And Play Equipment Washing			5	No schedule for toy washing	No
											Schedule for toy washing does not meet Regional Public Health guidelines	No
											Toys and play equipment are not washed as they become soiled	No
											Schedule for toy washing meets Regional Public Health guidelines	Yes
											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
						22	Staff And Children'S Hand Hygiene			2	Toys and play equipment schedule identifies categories of toys and play equipment	Yes
											Transitional toys used prior to meal and/or snack times are washed after each use	A
											Playground and indoor gross motor toys are washed a minimum of two times a year	Yes
Current Regional Public Health hand washing procedures are not posted	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 posted	Yes										
	Evidence Supervisor reviews hand washing expectations with staff	Yes										

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PRESCHOOL	350					A sink is accessible in the room	Yes			
						Child-sized sink is accessible in the room	Yes			
						Real photos are used for visual hand washing procedure	Yes			
			23	Transitions		5			Extended waiting during transitions	No
									Children are not transitioned in small groups	No
									Staff do not prepare children prior to transitions	No
									Children are consistently transitioned in small groups	Yes
									Positive interactions occur between staff and children during transitions	Yes
									Transitions are conducted in a smooth and seamless manner	Yes
									Staff facilitate transitions to meet individual children's needs	Yes
									Learning experiences are planned and/or documented for transitions	Yes
									Transition play materials are available	Yes
			24	Attendance Verification		5			No system of attendance verification in place	No
									Attendance records do not accurately reflect the number of children present	No
									Arrival and departure times are not completed in pen	No
Children's arrival and departure times are always recorded on the Main Attendance Record	Yes									
Small groups of children who have left the room are reflected on the Main Attendance Record	A									
Portable attendance travels with each group	A									
Attendance is verbally verified after staff transitions	Yes									
Attendance is verbally verified after children's transitions	Yes									
Staff are the recorders of the children's arrival and departure times	Yes									
						Written verification of attendance after each staff change	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350					Written verification of attendance after each group transition	Yes
						Visual attendance used	Yes
			25	Positive Atmosphere	5	Staff use sarcasm, mocking or harsh words	No
						Staff shout at children	No
						Staff are repeatedly impatient	No
						Staff repeatedly interrupt while others are talking	No
						Staff are repeatedly disrespectful	No
						Staff are welcoming	Yes
						Staff maintain a positive tone of voice	Yes
						Staff are patient	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	5	Staff unaware of the number of children in the room	No
						Staff unaware of the location of the children	No
						Staff repeatedly do not scan the room	No
						Staff repeatedly position themselves with their back to the children	No
						Staff are repeatedly unable to balance supervision with interactions	No
						Staff scan the room at all times	Yes

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PRESCHOOL	350					Staff work as a team to position themselves so all children are supervised	Yes			
						Staff consistently balance supervision with interactions	Yes			
						Staff anticipate situations to support children's interactions and learning experiences	Yes			
						Staff communicate with each other about the location of children	Yes			
						Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision	Yes			
						Supervision is conducted in a non-disruptive manner	Yes			
						27	Foster Children'S Independence	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	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										

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PRESCHOOL	350					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	No			
						Staff encourage children to identify the emotions of others	No			
						Staff use key words with children in their preferred language	No			
						29	Behaviour Guidance	5	Staff are physically abrupt with children	No
						Staff expectations repeatedly do not match the developmental level of children	No			
						Staff repeatedly explain consequences in an abrupt manner	No			
						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									

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350					Staff encourage children to problem solve to resolve peer conflict	Yes
			30	Supporting Development Of Communication Skills	5	Staff do not initiate verbal/non-verbal interactions	No
						Staff repeatedly do not build on or expand on verbal/non-verbal interactions	No
						Staff repeatedly do not role-model developmentally-appropriate descriptions and directions	No
						Staff repeatedly do not ask open-ended questions	No
						Verbal/non-verbal interactions are a balance of teacher and child directed	Yes
						Staff model active listening skills	Yes
						Staff are observed participating in play with children	Yes
						Staff extend verbal/non-verbal interactions with materials	Yes
						Staff extend children's vocabulary	Yes
						Staff encourage verbal/non-verbal interactions between children	Yes
			31	Extending Children'S Learning	4	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	Yes			
Room Score : 4.57							

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PRESCHOOL	350						
SCHOOL AGE	349		1	Daily And Visual Schedules Posted	3	Neither schedule posted	No
						One schedule posted	Yes
						A daily schedule is posted that indicates time is planned for specific activities: Outdoor and Indoor play	Yes
						A daily schedule is posted that indicates time is planned for specific activities: Quiet and Active play	Yes
						A daily schedule is posted that indicates time is planned for specific activities: Individual and Group time	Yes
						A daily schedule is posted that indicates time is planned for specific activities: Child and Staff initiated activities	Yes
						A daily schedule is posted that indicates time is planned for specific activities: Time to meet children's physical needs	Yes
						Visual schedule is accessible to the children	Yes
			Daily schedule is flexible and/or seasonally adjusted	Yes			
			Visual Schedule is used	No			
			2	Program Plan/Outline Of Activities Posted	3	Program plan/outline of activities is not posted	No
						Program plan/outline of activities does not cover the entire time children are in attendance	No
						A current program plan/outline of activities is posted	Yes
						Current program plan/outline of activities reflects the centre's curriculum model	Yes
Current program plan/outline of activities includes descriptions of the learning opportunities	Yes						
Individual needs are incorporated into the program plan/outline of activities	Yes						
Opportunities for children to participate in planning of activities and experiences documented on the program plan/outline of activities	No						

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SCHOOL AGE	349					Evidence of formal planning meetings held between staff responsible for planning	Yes
						Outside agencies/professionals attend meetings to plan appropriately for children with individual needs	Yes
			3	Activities And Experiences Offered To Children	4	Activities and experiences offered do not reflect the current program plan/outline of activities	No
						Activities and experiences offered are not developmentally appropriate	No
						Daily small group activities are offered	Yes
						Activities promote choice for children	Yes
						Learning opportunities are based children's interests	Yes
						Activities are adapted to meet any child's individual needs	Yes
						There is documentation that observations of children are used in the development of activities	Yes
			4	Indoor Physical Environment	4	Play equipment, toys and materials are disorganized	No
						Toys and materials are accessible on open shelves	Yes
						The play environment is designed to promote participation, peer interactions and independent use by children	Yes
						Play areas are set up to promote group interactions	Yes
						Floor space with suitable floor coverings is available	Yes
						Toys and equipment are in good condition and complete	Yes
			Time is scheduled daily for staff to prepare materials in advance of activities	Yes			
5	Displays	4	No variety in displays	No			
			More than half of the children's art work is process oriented, not product-oriented	Yes			
			Variety of displays including children's own art work and adult made and/or commercial materials	Yes			

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SCHOOL AGE	349					Displays are: Reflective of children's recent activities	Yes		
						Displays are: Developmentally and culturally/racially appropriate, free of bias and stereotypes	No		
						Displays represent a range of: Abilities/disabilities	Yes		
						Displays represent a range of: Cultures/Races	Yes		
						Displays represent a range of: Family structures	Yes		
						As much as possible, displays are at child's eye level	Yes		
						Photographs of current children and/or families displayed	Yes		
			Displays are throughout the environment	Yes					
			6	Diversity In Play Equipment/Toys			4	Play equipment, toys or materials are biased or stereotypical	No
								Play equipment, toys or materials are developmentally appropriate	Yes
								Play equipment, toys and materials represent a diverse range of: Cultures/Races	Yes
								Play equipment, toys and materials represent a diverse range of: Abilities and disabilities	Yes
			7	Art/Sensory Activities, Equipment And Materials			4	No equipment for either art or sensory activities available	No
								Art materials are not accessible throughout the day	No
Drawing tools do not include natural skin tones	No								
Equipment and materials for either art and sensory activities	Yes								
Art materials are accessible sometimes during the day	Yes								
Sufficient number of materials are in good condition and accessible for independent use in the following categories: Painting and Drawing						Yes			
Sufficient number of materials are in good condition and accessible for independent use in the following categories: Sculpture and Construction						Yes			
Sufficient number of materials are in good condition and accessible for									

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SCHOOL AGE	349					independent use in the following categories: Assembly and Collage	Yes		
						Sufficient number of materials are in good condition and accessible for independent use in the following categories: Printmaking	Yes		
						Sufficient number of materials are in good condition and accessible for independent use in the following categories: Colours in drawing tools and paints come in a variety of natural skin tones	Yes		
						Sufficient number of materials are in good condition and accessible for independent use in the following categories: Sensory Experiences	Yes		
						Staff provide opportunities for art/sensory activities each day	Yes		
						Children's art projects are self directed and/or incorporated into other areas of the program	Yes		
			8	Books And Accessories	4			Less than 1.5 developmentally appropriate books for each child enrolled	No
								Area does not include a comfortable place for sitting	Yes
								Books in good condition	Yes
								Books are bias free and reflect a variety of topics	Yes
								Area includes at least one other accessory that is accessible to children	Yes
								Books relate to current program plan/outline of activities	Yes
								Books incorporated into one other learning area	Yes
			9	Language And Listening	3			No planned language and listening activities	No
Planned language and listening activities are offered to children weekly	Yes								
Language and listening activities are planned daily using books	Yes								
Staff provide opportunities to enhance language experiences into other program areas	No								
10	Tv And/Or Movies Usage								
11	Computer Usage								

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SCHOOL AGE	349		12	Dramatic Play Activities And Accessories	4	Insufficient accessories for the number of children enrolled	No
						Accessories in good condition	Yes
						Accessories and equipment encourage a variety of role-playing possibilities	Yes
						Accessories and activities reflect children's interests and the program plan/outline of activities	Yes
						Area includes a mirror located at child's eye level	Yes
						Kits/prop boxes available for rotation	Yes
			13	Construction/Block Activities And Accessories	4	No variety of construction/block materials	No
						Materials and toys in good condition	Yes
						Area includes a sufficient number and variety of appropriate construction materials and props	Yes
						Minimum of one planned activity documented weekly	Yes
			14	Games Available	4	No variety of games	No
						Games in good condition and complete	Yes
						A variety of school age appropriate games accessible	Yes
						There is one game for every two children, adapted if necessary to allow full participation	Yes
						Materials provided for creating games such as dice, spinners etc	Yes
			15	Science & Nature Experiences And Materials	4	No materials for science and nature experiences	No
Activities and experiences are planned and/or documented	Yes						
A variety of equipment and materials available to ensure that Science and Nature experiences occur a minimum of once per week	Yes						
Planned Science and Nature activities occur more than once per week	Yes						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
SCHOOL AGE	349		16	Physical Activities/Active Play Indoors Or Outdoors	3	No planned physical activities	No
						Time is allocated for planned physical activities	Yes
						Planned active physical play is available daily, whether outside or inside	Yes
						Activities are planned to ensure all children are able to participate	Yes
						Children are given a choice of more than one planned physical activities	No
			17	Active Play Equipment	4	No play equipment available	No
						Some materials and/or toys in good condition	Yes
						There is a sufficient amount of active play equipment	Yes
						There is a variety of equipment in good condition, available for children	Yes
						Play equipment is adapted as necessary, to ensure full participation and modified for outside and inside use	Yes
			18	Meals And/Or Snack Time	2	Food is used as a reward or punishment	No
						Some conversations and interactions occur during meal and/or snack times	Yes
						Meal and/or snack times are viewed as an educational experience and a time for socialization and conversation	Yes
Individual children's needs are met during meal times	Yes						
Adults sit with children during mealtimes as much as possible	No						
Children self serve meals and snacks	No						
Children are encouraged to eat food, but never forced	Yes						
Children are encouraged to taste and try new foods	Yes						
19	Equipment Required For Eating/Seating	4	Insufficient number of chairs and/ or tables for staff and children to sit together at meals/snack	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
SCHOOL AGE	349					Furnishings are appropriate for the size, ability and developmental level of the children and are adapted as required	Yes			
						There are sufficient serving/eating utensils and dishes available that are appropriate for the age and ability of the children enrolled	Yes			
						Food is served on dishes or napkins	Yes			
						Seating arranged in small groups Extra utensils and dishes available for easy access	Yes Yes			
			20	Washroom Facilities Accessible	3				Washroom not accessible or adapted for use by all children	No
									Sufficient supplies available to ensure toileting and hand washing can be conducted in a hygienic manner	Yes
									Washroom facilities are accessible or adapted to meet the needs of all children	Yes
									Toileting products accommodate all children's needs and sensitivities	Yes
									Where applicable, washroom routines and environments are modified to meet the individual children's needs	Yes
									Resource information provided for children and parents to learn about personal hygiene issues	No
									21	Health And Safety
			Some area(s) in the room are in good repair and hygienic	Yes						
			All areas, including equipment and furnishings are: Kept in good and safe repair	Yes						
			All areas, including equipment and furnishings are: Maintained in a hygienic condition	Yes						
									All areas, including equipment and furnishings are: Organized	Yes
						On-site and/or on-call maintenance staff deal with physical plant issues promptly	No			
22	Toys And Play Equipment Washing	4				Toys and play equipment are not washed as per Toronto Public Health guidelines	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
SCHOOL AGE	349					No schedule for toy washing	No			
						Some toys and play equipment are washed as they become soiled	Yes			
						Toys and play equipment are washed as they become soiled in addition to as required on the monthly posted scheduled	Yes			
						Toy washing schedule identifies categories of toys and play equipment	Yes			
						23	Children'S Hand Washing/Sanitizing Practices	4	Toy washing schedule is signed and dated by staff	Yes
									Children do not wash/sanitize their hands	No
									Hand washing/sanitizing practices are sometimes followed	Yes
									Children wash/sanitize their hands before eating, after toileting and if they wipe their nose	Yes
						24	Staff Hand Washing/Sanitizing Practices	4	Staff teach children proper hand washing/sanitizing procedures	Yes
									Visual hand washing procedure posted at child's eye level and is used as needed	Yes
									Staff do not wash/sanitize their hands	No
									Staff hand washing/sanitizing practices are sometimes followed	Yes
						25	Transitions	4	Staff wash/sanitize their hands before eating, serving food, after toileting and after they wipe children's noses	Yes
									Proper hand washing/sanitizing procedure is posted and followed by staff	Yes
									Supervisor monitors hand washing/sanitizing practices and reviews expectations with staff	Yes
									Extended waiting during transitions	No
						Staff do not prepare children prior to transitions	No			
						Children are sometimes transitioned in large groups	Yes			
						Children are transitioned in small groups	Yes			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
SCHOOL AGE	349					Positive interactions occur between staff and children during transitions	Yes
						Staff facilitate transitions to meet individual children's needs	Yes
			26	Attendance Verification	1	No system of attendance verification is in place	No
						Attendance records do not accurately reflect the number of children present	Yes
						Attendance verification system in place	Yes
						Children's arrival and departure times are always recorded on the Main Attendance Record	Yes
						Attendance is verified after staff and children's transitions	Yes
						Portable attendance travels with each group	Yes
						Written verification of attendance after each staff change or transition	No
			27	Positive Atmosphere	4	Maintains a positive voice tone	Very Much
						Responds to children's emotions appropriately	Very Much
						Models positive social behaviour and interactions	Very Much
						Maintains a calm manner	Very Much
28	Supervision Of Children	2	Balances checking and scanning the environment with child interactions	Very Much			
			Aware of the number and location of children	Some What			
29	Fostering Children'S Independence	3	Respecting children's decisions	Very Much			
			Supports the development of self-help skills	Quite a Bit			
			Providing time for children to complete tasks	Very Much			
30	Supporting The Development Of Self-Esteem	3	Addresses children by name	Very Much			
			Shows respect for individual and ethno-racial diversity	Very Much			
			Responds to children's interests	Very Much			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
SCHOOL AGE	349					Breaks tasks into small steps to ensure a child's success Uses praise and encouragement	Quite a Bit Very Much
			31	Behaviour Guidance	4	Matches expectations with child's abilities and/or developmental level Calmly explains consequences of behaviour Anticipates behaviour and provides alternatives and re-direction	Very Much Very Much Very Much
			32	Supporting The Development Of Communication Skills	4	Initiates and builds on conversations with and between children Uses clear descriptions and directions	Very Much Very Much
			33	Extending Children'S Learning	3	Responds to spontaneous learning opportunities Encourages problem solving Follows the children's lead	Quite a Bit Quite a Bit Very Much
			Room Score : 3.42				
PLAYGROUND	3777		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
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						

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
PLAYGROUND	3777					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	3	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	A			
			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	No			
			Each age group has their own designated play space	No			
			Nature built furnishings and equipment	No			
			Evidence that a garden and/or nature area is accessible	Yes			
			Outdoor play space accessible in all weather conditions	No			
			3	Physical Play Equipment	4	No balls are available	No

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PLAYGROUND	3777					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	No			
						Active lifestyle resources are accessible for families	Yes			
						Community recreation resources are accessible to families	Yes			
						4	Learning Materials	4	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	No
			Two or more learning areas are extended to the outdoor environment	Yes						
			Two or more learning materials promote social and/or dramatic play	Yes						
			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				

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value			
PLAYGROUND	3777					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			
						Three or more types of wheeled toys are accessible	Yes			
						Bike path or trail is accessible to children	Yes			
						Bike safety resources are accessible to families	No			
						6	Outdoor Storage	5	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	Yes
									Storage is labelled	Yes
Room Score : 4.17										
NUTRITION			1	Meal/Menu Planning	4	Menus are not planned in accordance with the DNA standards: One serving of grain products	No			
						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	No			

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
NUTRITION						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	Yes
					Menus reviewed annually by registered dietitian or member of CSNM	Yes	
					Current letter from registered dietitian /or CSNM accessible for viewing	No	
					Evidence that recommendations made by registered dietitian or member of CSNM are implemented	A	
			2	Centre Meal Requirements	4	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
						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

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value	
NUTRITION						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	No	
				3	Snack Planning And Requirements	4	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	A	
						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	Yes		
					Morning and afternoon snacks include three food groups	Yes		
					Evidence that water or milk is offered with all snacks daily	Yes		
					Snack menus reviewed annually by registered dietitian or member of CSNM	No		
					Evidence that recommendations made by registered dietitian or member of CSNM are implemented	A		

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
NUTRITION			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	No
						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				
		Evidence that children's individual dietary requirements are reviewed and updated quarterly	Yes				
		Centre provides beverage adaptations when required	Yes				
		5	5	Food Substitutions	5	No substitution provided for the group when the planned food is not available	No

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NUTRITION						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	A	
						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	No		
					Food preparers complete training on safe food preparation at least every five years	Yes		
					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		

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Section	Room Id	Room Description	Domain	Item Description	Rating	Sub-Item	Value
NUTRITION							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 : The following items were corrected during today's visit: ps#16,22. Toddler#4,17. SA#5 . Nutrition#4,6