



Assessment Report

Consultant	JANET SINGH	Phone	416-397-1449	Email	jsingh2@toronto.ca
Location ID	9764	Location Name	Childspace Day Care Corporation # 3 (49 Felstead Avenue)		

Section	Room Id	Room Name	Score	Visit Date	Assessed By
PRESCHOOL	3259	PRESCHOOL 2	4.40	08-Mar-2019	LYNETH SAHID
PRESCHOOL	4887	PRESCHOOL 1	4.70	08-Mar-2019	LYNETH SAHID
PLAYGROUND	3476	PRESCHOOL	4.67	08-Mar-2019	LYNETH SAHID
PLAYGROUND	7224	INF/TOD PLAYGROUND	4.67	08-Mar-2019	LYNETH SAHID

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
2 PROGRAM PLAN Score 1 2 3 4 <input type="text" value="5"/>	<input type="checkbox"/> A current Program Plan is not posted <input type="checkbox"/> Program Plan does not cover the entire time children are in attendance <input type="checkbox"/> Each room does not have their own Program Plan	<p>The following learning areas are planned and/or documented:</p> <input checked="" type="checkbox"/> One sensory daily <input checked="" type="checkbox"/> One art daily <input checked="" type="checkbox"/> One cognitive daily <input checked="" type="checkbox"/> One language and literacy daily <input checked="" type="checkbox"/> Two science and nature weekly <input checked="" type="checkbox"/> One block and construction weekly <input checked="" type="checkbox"/> One music and movement weekly <input checked="" type="checkbox"/> One dramatic weekly	<input checked="" type="checkbox"/> Evidence of formal programming time given to staff <input checked="" type="checkbox"/> Supervisor reviews Program Plans and signs them weekly <input checked="" type="checkbox"/> Information is accessible to parents on curriculum model

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	Does Not Meet Expectation		Meet Expectation		Exceed Expectation	
	1 or 2		3		4 or 5	
4 INDOOR PHYSICAL ENVIRONMENT	<input type="checkbox"/> Play equipment, toys and materials are disorganized <input type="checkbox"/> Toys are not accessible on open shelves to children <input type="checkbox"/> Furnishings are in poor condition <input type="checkbox"/> Room set up does not allow for supervision of children	<input checked="" type="checkbox"/> The play environment is arranged into learning areas that are open and accessible throughout the day <input checked="" type="checkbox"/> The play environment is designed to promote participation and peer interactions <input checked="" type="checkbox"/> The play environment is designed to promote independent use by children <input checked="" type="checkbox"/> Floor space with suitable floor coverings is available <input checked="" type="checkbox"/> Safe storage space available for equipment/toys and materials <input checked="" type="checkbox"/> Safe mirror at child's eye level in the playroom <input checked="" type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in two areas <input checked="" type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in two areas	<input checked="" type="checkbox"/> Organized storage space available <input checked="" type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences <input checked="" type="checkbox"/> Environment adjusted to meet the needs of children <input checked="" type="checkbox"/> Child height windows in doors/walls to see out <input checked="" type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in at least three areas <input checked="" type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in at least three areas			
Score 1 2 3 4 5						

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>6 SENSORY, SCIENCE & NATURE</p> <p>Score</p> <p>1 2 3 4 5</p>	<p><input type="checkbox"/> No materials for science and nature learning experiences</p> <p><input type="checkbox"/> No materials for sensory learning experiences</p> <p><input type="checkbox"/> No equipment for sensory learning experiences</p>	<p><input checked="" type="checkbox"/> Three or more developmentally-appropriate science and nature equipment and/or materials are accessible</p> <p><input checked="" type="checkbox"/> Three or more developmentally-appropriate sensory equipment and/or materials are accessible</p> <p><input checked="" type="checkbox"/> Sensory opportunities accessible throughout the day</p>	<p><input checked="" type="checkbox"/> Three or more science and/or nature learning experiences planned and/or documented weekly</p> <p><input checked="" type="checkbox"/> One science and/or nature learning experience planned and/or documented daily</p> <p><input checked="" type="checkbox"/> Opportunities to experience natural objects and/or events</p> <p><input type="checkbox"/> Two or more planned and /or documented sensory learning experiences daily</p> <p><input checked="" type="checkbox"/> Permanent sensory equipment accessible to children in the play environment</p> <p><input type="checkbox"/> Evidence of extended science and/or nature projects</p>

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
7 ART	<input type="checkbox"/> No equipment for art learning experiences <input type="checkbox"/> No materials for art learning experiences <input type="checkbox"/> Art equipment is in poor condition <input type="checkbox"/> Art materials are in poor condition <input type="checkbox"/> Children have access to toxic art materials	A sufficient number of the following art materials are accessible: <input checked="" type="checkbox"/> Painting and Drawing <input checked="" type="checkbox"/> Modelling Materials <input checked="" type="checkbox"/> Collage Materials <input checked="" type="checkbox"/> Printmaking <input checked="" type="checkbox"/> Three-dimensional materials <input checked="" type="checkbox"/> Three or more art materials include diverse skin tones <input checked="" type="checkbox"/> Equipment for art learning experiences are accessible to children	<input checked="" type="checkbox"/> Two or more art learning experiences planned and/or documented daily <input type="checkbox"/> Evidence of extended art projects <input checked="" type="checkbox"/> Art projects are incorporated into other areas <input checked="" type="checkbox"/> Three or more art mediums are used in planned and/or documented experiences
Score	1 2 3 4 5		

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
8 BOOKS Score 1 2 3 4 5	<input type="checkbox"/> Books are in poor condition <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Less than two developmentally-appropriate books for each child enrolled <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting	<input checked="" type="checkbox"/> Books reflect three or more topics <input checked="" type="checkbox"/> Three or more books contain real images of people and/or objects <input checked="" type="checkbox"/> Two or more books which include diverse people/cultures are accessible <input checked="" type="checkbox"/> Two or more books which include people with disabilities are accessible <input checked="" type="checkbox"/> One book accessory is accessible in the book area	<input checked="" type="checkbox"/> Books for rotation are available <input checked="" type="checkbox"/> Books are incorporated into one other learning area <input checked="" type="checkbox"/> Books are incorporated into three or more other learning areas <input checked="" type="checkbox"/> Two or more books relate to current Program Plan <input checked="" type="checkbox"/> Homemade books are accessible <input checked="" type="checkbox"/> Three or more books which include people with disabilities are accessible <input checked="" type="checkbox"/> Three or more books which include diverse people/cultures are accessible <input checked="" type="checkbox"/> Two or more book accessories are accessible in the book area <input type="checkbox"/> Two or more print materials are accessible

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
9 LANGUAGE AND LITERACY	<input type="checkbox"/> Staff do not read to children daily <input type="checkbox"/> Writing materials are not accessible <input type="checkbox"/> Language and literacy toys/puzzles are not accessible	<input checked="" type="checkbox"/> Three or more writing materials are accessible <input checked="" type="checkbox"/> Two or more language and literacy toys or puzzles are accessible <input checked="" type="checkbox"/> Toy bins and/or shelves are labelled with words and/or pictures	<input checked="" type="checkbox"/> Language and literacy opportunities are integrated into one other area <input checked="" type="checkbox"/> Toy bins and shelves are labelled with words and pictures <input type="checkbox"/> Two or more language and literacy learning experiences are planned and/or documented daily <input checked="" type="checkbox"/> Children have exposure to different languages <input checked="" type="checkbox"/> Staff use more than one form of communication <input checked="" type="checkbox"/> Staff provide opportunities for families to access literacy materials <input checked="" type="checkbox"/> Community language and literacy experiences available to the children monthly
Score			
1 2 3 4 5			

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
<p>11 PHYSICAL PLAY LEARNING EXPERIENCES</p> <p>Score 1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No planned and/or documented physical play learning experiences <input type="checkbox"/> Physical play learning experiences are not offered during inclement weather <input type="checkbox"/> Indoor gross motor equipment is not available 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences daily <input checked="" type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate <input checked="" type="checkbox"/> Staff are engaged in planned and/or documented physical play learning experiences with the children 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Children are given the opportunity to lead outdoor learning experiences <input checked="" type="checkbox"/> Designated safe space for indoor physical play learning experiences available <input checked="" type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
12 BLOCKS AND CONSTRUCTION	<input type="checkbox"/> Block and construction materials are not accessible <input type="checkbox"/> Block and construction accessories are not accessible <input type="checkbox"/> Block and construction materials are in poor condition <input type="checkbox"/> Block and construction accessories are in poor condition <input type="checkbox"/> Block and construction materials are incomplete <input type="checkbox"/> Block and construction accessories are incomplete	<input checked="" type="checkbox"/> Three or more developmentally-appropriate blocks and construction materials are accessible <input checked="" type="checkbox"/> Three or more developmentally-appropriate block and construction accessories are accessible <input checked="" type="checkbox"/> Children are able to combine materials from other areas	<input checked="" type="checkbox"/> Block and construction materials are available for rotation <input checked="" type="checkbox"/> Block and construction materials include three or more textures <input checked="" type="checkbox"/> Two or more block and construction learning experiences are planned and/or documented weekly <input checked="" type="checkbox"/> On-going project work is saved
Score	<p>1 2 3 4 5</p>		

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
13 COGNITIVE AND MANIPULATIVE	<input type="checkbox"/> Cognitive and manipulative materials are not accessible <input type="checkbox"/> Cognitive and manipulative materials are in poor condition <input type="checkbox"/> Cognitive and manipulative materials are incomplete	<input checked="" type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible <input checked="" type="checkbox"/> Two complete toys for each child enrolled are accessible <input checked="" type="checkbox"/> Cognitive and manipulative materials are developmentally-appropriate	<input checked="" type="checkbox"/> Additional cognitive and manipulative materials are available for rotation <input checked="" type="checkbox"/> One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts <input checked="" type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly
Score 1 2 3 4 5			

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
14 DRAMATIC PLAY	<input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled <input type="checkbox"/> Accessories and equipment are in poor condition <input type="checkbox"/> Accessories and equipment are not developmentally appropriate	<input checked="" type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus <input checked="" type="checkbox"/> Accessories and equipment reflect cultural diversity <input checked="" type="checkbox"/> Mirror is accessible in the dramatic area	<input checked="" type="checkbox"/> Three or more dramatic prop boxes are available for rotation <input checked="" type="checkbox"/> Dramatic play area includes real items that are developmentally-appropriate <input checked="" type="checkbox"/> Three or more accessories are culturally diverse <input checked="" type="checkbox"/> Child's full body-length mirror is accessible in the room <input checked="" type="checkbox"/> Literacy is incorporated into the dramatic play area <input type="checkbox"/> Accessories are added and built upon daily <input type="checkbox"/> Children create props and accessories for the dramatic play area
Score 1 2 3 4 5			

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
15 ELECTRONIC MEDIA USAGE	<p>TV/ Movie watching is not documented on the Program Plan</p> <p>No planned and/or documented alternate learning experiences when TV/ Movies are shown</p> <p>TV/Movie usage exceeds 45 minutes per week</p> <p>No guidelines in place for computer/electronic game usage</p> <p>Time is not limited or allocated equitably</p> <p>No guidelines in place for internet usage</p>	<p>Information, including the name and length of the TV/ Movie is documented on the Program Plan</p> <p>Parent/guardians are notified in advance of all TV/ Movie watching</p> <p>TV/ Movie content is rated "Family" or "G"</p> <p>Posted guidelines are followed for computer/electronic game usage</p> <p>Games are rated "E" for Everyone</p> <p>Evidence that parent/guardians are notified of internet usage</p>	<p>Alternate activities are equally interesting to children</p> <p>Electronic media are used by staff and children to extend topics of interest</p> <p>Information is accessible to parents/guardians on effective use of media for learning</p> <p>Three or more educational games and computer/electronic game programs available</p>
Score			
N/A			

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>16 TOILETING AND DIAPERING ROUTINES</p> <p>Score 1 2 3 4 5</p>	<p><input type="checkbox"/> Current Regional Public Health toileting routine not posted</p> <p><input type="checkbox"/> Current Regional Public Health diapering routine not posted</p> <p>N/A Current Regional Public Health potty routine not posted</p> <p>N/A No change table/mat available</p> <p><input type="checkbox"/> Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed</p> <p>N/A Separate covered garbage is not being used for sanitary disposal of soiled diapers</p> <p><input type="checkbox"/> Washroom is not adapted for use by all children</p>	<p><input checked="" type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff</p> <p>N/A Change table/mat is in good condition</p> <p><input checked="" type="checkbox"/> Toileting and diapering is unhurried</p> <p><input checked="" type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children</p> <p><input checked="" type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills</p> <p><input checked="" type="checkbox"/> Washroom area includes a mirror at child's eye level</p>	<p><input checked="" type="checkbox"/> Child-sized sink is accessible in the washroom</p> <p><input checked="" type="checkbox"/> Centre provides additional diapering supplies when required</p> <p><input checked="" type="checkbox"/> Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet</p> <p><input checked="" type="checkbox"/> Toilets are accessible within the room</p>

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>19 COTS AND BEDDING</p> <p>Score 1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cots are not designated <input checked="" type="checkbox"/> Cots used for storage <input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cots in poor condition 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The sleeping area has a cot designated for each child <input checked="" type="checkbox"/> Areas around cots are hazard free <input checked="" type="checkbox"/> Sheets are changed once a week or sooner, if needed <input checked="" type="checkbox"/> Cots are disinfected weekly <input checked="" type="checkbox"/> Cot set-up does not interfere with program 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sleep routines meet the needs of the children <input checked="" type="checkbox"/> Resting environment includes soft music and dimmed lighting <input checked="" type="checkbox"/> Children are allowed to bring a soft toy and/or bedding from home

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>20 HEALTH AND SAFETY</p> <p>Score</p> <p>1 2 3 4 5</p>	<p><input type="checkbox"/> One or more areas in the room is/are not in a state of good repair</p> <p><input type="checkbox"/> One or more areas in the room is/are not hygienic</p> <p><input type="checkbox"/> One or more areas in the room is/are not safe</p>	<p><input checked="" type="checkbox"/> First aid kit available in the room</p> <p>All areas accessible to children are:</p> <p><input checked="" type="checkbox"/> Kept in a state of good repair</p> <p><input checked="" type="checkbox"/> Safe</p> <p><input checked="" type="checkbox"/> Maintained in a hygienic condition</p> <p><input checked="" type="checkbox"/> Organized</p>	<p><input checked="" type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly</p> <p><input checked="" type="checkbox"/> Safety-related resources are accessible to families</p> <p><input checked="" type="checkbox"/> Health-related resources are accessible to families</p> <p><input checked="" type="checkbox"/> Safety/health resources are accessible to families in their preferred language</p>

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
22 STAFF AND CHILDREN'S HAND HYGIENE	<input type="checkbox"/> Current Regional Public Health hand washing procedures are not posted <input type="checkbox"/> Current Regional Public Health hand washing procedures are not followed <input type="checkbox"/> Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner	<input checked="" type="checkbox"/> Current Regional Public Health hand sanitizing procedures are posted <input checked="" type="checkbox"/> Evidence Supervisor reviews hand washing expectations with staff	<input checked="" type="checkbox"/> A sink is accessible in the room <input checked="" type="checkbox"/> Child-sized sink is accessible in the room <input checked="" type="checkbox"/> Real photos are used for visual hand washing procedure
Score 1 2 3 4 5			



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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
23 TRANSITIONS	<input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Children are not transitioned in small groups <input type="checkbox"/> Staff do not prepare children prior to transitions	<input checked="" type="checkbox"/> Children are consistently transitioned in small groups <input checked="" type="checkbox"/> Positive interactions occur between staff and children during transitions <input checked="" type="checkbox"/> Transitions are conducted in a smooth and seamless manner	<input checked="" type="checkbox"/> Staff facilitate transitions to meet individual children's needs <input checked="" type="checkbox"/> Learning experiences are planned and/or documented for transitions <input checked="" type="checkbox"/> Transition play materials are available
Score	1 2 3 4 5		

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	Does Not Meet Expectation		Meet Expectation	Exceed Expectation
	1 or 2		3	4 or 5
24 ATTENDANCE VERIFICATION	<input type="checkbox"/> No system of attendance verification in place <input type="checkbox"/> Attendance records do not accurately reflect the number of children present <input type="checkbox"/> Arrival and departure times are not completed in pen		<input checked="" type="checkbox"/> Children's arrival and departure times are always recorded on the Main Attendance Record N/A Small groups of children who have left the room are reflected on the Main Attendance Record N/A Portable attendance travels with each group <input checked="" type="checkbox"/> Attendance is verbally verified after staff transitions <input checked="" type="checkbox"/> Attendance is verbally verified after children's transitions	<input checked="" type="checkbox"/> Staff are the recorders of the children's arrival and departure times <input checked="" type="checkbox"/> Written verification of attendance after each staff change <input checked="" type="checkbox"/> Written verification of attendance after each group transition <input checked="" type="checkbox"/> Visual attendance used
Score				1 2 3 4 5

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
25 POSITIVE ATMOSPHERE	<input type="checkbox"/> Staff use sarcasm, mocking or harsh words <input type="checkbox"/> Staff shout at children <input type="checkbox"/> Staff are repeatedly impatient <input type="checkbox"/> Staff repeatedly interrupt while others are talking <input type="checkbox"/> Staff are repeatedly disrespectful	<input checked="" type="checkbox"/> Staff are welcoming <input checked="" type="checkbox"/> Staff maintain a positive tone of voice <input checked="" type="checkbox"/> Staff are patient <input checked="" type="checkbox"/> Staff model appropriate positive social behaviour <input checked="" type="checkbox"/> Staff direct positive attention to all children	<input checked="" type="checkbox"/> Staff demonstrate flexibility <input checked="" type="checkbox"/> Staff use teachable moments to further develop positive social behaviours <input checked="" type="checkbox"/> Staff display empathy
Score 1 2 3 4 <input type="text" value="5"/>			

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
26 SUPERVISION OF CHILDREN	<input type="checkbox"/> Staff unaware of the number of children in the room <input type="checkbox"/> Staff unaware of the location of the children <input type="checkbox"/> Staff repeatedly do not scan the room <input type="checkbox"/> Staff repeatedly position themselves with their back to the children <input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions	<input checked="" type="checkbox"/> Staff scan the room at all times <input checked="" type="checkbox"/> Staff work as a team to position themselves so all children are supervised <input checked="" type="checkbox"/> Staff consistently balance supervision with interactions <input checked="" type="checkbox"/> Staff anticipate situations to support children's interactions and learning experiences	<input checked="" type="checkbox"/> Staff communicate with each other about the location of children <input checked="" type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision <input checked="" type="checkbox"/> Supervision is conducted in a non-disruptive manner
Score			
1 2 3 4 5			



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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5		
27 FOSTER CHILDREN'S INDEPENDENCE	<input type="checkbox"/> Staff do not follow the children's cues <input type="checkbox"/> Staff repeatedly do not allow children to make their own decisions <input type="checkbox"/> Staff repeatedly do not encourage developmentally-appropriate self-help skills	<input checked="" type="checkbox"/> Staff consistently follow the children's cues <input checked="" type="checkbox"/> Children are provided with choices <input checked="" type="checkbox"/> Staff provide time for children to complete tasks	<input checked="" type="checkbox"/> Children are provided with choices within their interests <input type="checkbox"/> Staff provide spontaneous resources to allow the child to follow their own learning path <input checked="" type="checkbox"/> Staff create opportunities for enhancing self-help skills through play		
Score	1	2	3	4	5

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>28 SUPPORTING THE DEVELOPMENT OF SELF-ESTEEM</p> <p>Score 1 2 3 4 5</p>	<input type="checkbox"/> Staff do not demonstrate inclusive practice <input type="checkbox"/> Staff repeatedly only use terms of endearment <input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully <input type="checkbox"/> Staff repeatedly do not show encouragement <input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately	<input checked="" type="checkbox"/> Staff address children by their real name <input checked="" type="checkbox"/> Staff consistently demonstrate inclusive practices <input checked="" type="checkbox"/> Staff break down directions into individual steps <input checked="" type="checkbox"/> Staff focus encouragement on how the tasks are completed <input checked="" type="checkbox"/> Staff role-model how to accomplish tasks	<input checked="" type="checkbox"/> Staff assist children to process their own emotions <input type="checkbox"/> Staff encourage children to identify the emotions of others <input checked="" type="checkbox"/> Staff use key words with children in their preferred language

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
29 BEHAVIOUR GUIDANCE	<input type="checkbox"/> Staff are physically abrupt with children <input type="checkbox"/> Staff expectations repeatedly do not match the developmental level of children <input type="checkbox"/> Staff repeatedly explain consequences in an abrupt manner <input type="checkbox"/> Staff repeatedly do not use appropriate behaviour guidance strategies <input type="checkbox"/> Staff repeatedly do not follow through with strategies	<input checked="" type="checkbox"/> Staff consistently explain consequences in a calm manner <input checked="" type="checkbox"/> Positive behaviour is reinforced <input checked="" type="checkbox"/> Staff use developmentally-appropriate re-direction strategies <input checked="" type="checkbox"/> Staff consistently follow through with strategies <input checked="" type="checkbox"/> Staff model turn taking/sharing	<input checked="" type="checkbox"/> Staff adapt expectations based on the individual needs of the children <input checked="" type="checkbox"/> Staff respond to all children involved in the incident, to resolve the issue in a calm manner <input checked="" type="checkbox"/> Staff monitor group dynamics to anticipate situations <input checked="" type="checkbox"/> Children demonstrate awareness of classroom expectations <input checked="" type="checkbox"/> Staff encourage children to problem solve to resolve peer conflict
Score	1 2 3 4 5		

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
30 SUPPORTING DEVELOPMENT OF COMMUNICATION SKILLS	<input type="checkbox"/> Staff do not initiate verbal/non-verbal interactions <input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions <input type="checkbox"/> Staff repeatedly do not role-model developmentally-appropriate descriptions and directions <input type="checkbox"/> Staff repeatedly do not ask open-ended questions	<input checked="" type="checkbox"/> Verbal/non-verbal interactions are a balance of teacher and child directed <input checked="" type="checkbox"/> Staff model active listening skills <input checked="" type="checkbox"/> Staff are observed participating in play with children	<input checked="" type="checkbox"/> Staff extend verbal/non-verbal interactions with materials <input checked="" type="checkbox"/> Staff extend children's vocabulary <input checked="" type="checkbox"/> Staff encourage verbal/non-verbal interactions between children
Score 1 2 3 4 5			



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	1 or 2	3	4 or 5
31 EXTENDING CHILDREN'S LEARNING	<input type="checkbox"/> Staff repeatedly solve the children's problems immediately <input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge <input type="checkbox"/> Staff repeatedly do not allow children to try for themselves	<input checked="" type="checkbox"/> Staff encourage children to find solutions <input checked="" type="checkbox"/> Staff support children to follow through with strategies <input checked="" type="checkbox"/> Staff support the children's learning	<input checked="" type="checkbox"/> Staff balance the abilities of the child with the complexity of the learning outcomes <input checked="" type="checkbox"/> Staff recall past experiences to extend current learning opportunities <input checked="" type="checkbox"/> Staff are responsive to all learning opportunities
Score			
1 2 3 4 5			



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2 PROGRAM PLAN	<input type="checkbox"/> A current Program Plan is not posted <input type="checkbox"/> Program Plan does not cover the entire time children are in attendance <input type="checkbox"/> Each room does not have their own Program Plan	<p>The following learning areas are planned and/or documented:</p> <input checked="" type="checkbox"/> One sensory daily <input checked="" type="checkbox"/> One art daily <input checked="" type="checkbox"/> One cognitive daily <input checked="" type="checkbox"/> One language and literacy daily <input checked="" type="checkbox"/> Two science and nature weekly <input checked="" type="checkbox"/> One block and construction weekly <input checked="" type="checkbox"/> One music and movement weekly <input checked="" type="checkbox"/> One dramatic weekly <input checked="" type="checkbox"/> Current Program Plan includes descriptions of the learning opportunities <input checked="" type="checkbox"/> Evidence that individual goals of children are incorporated into the Program Plan <input checked="" type="checkbox"/> External agencies/professionals attend meetings to plan appropriately for children with individual support needs <input checked="" type="checkbox"/> Children who do not nap or wake early are provided with play materials which are documented	<input checked="" type="checkbox"/> Evidence of formal programming time given to staff <input checked="" type="checkbox"/> Supervisor reviews Program Plans and signs them weekly <input checked="" type="checkbox"/> Information is accessible to parents on curriculum model
Score	1 2 3 4 5		

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	Does Not Meet Expectation		Meet Expectation		Exceed Expectation	
	1 or 2		3		4 or 5	
5 DISPLAYS	<input type="checkbox"/> No displays posted <input type="checkbox"/> More than half of the children's art work is product oriented, not process oriented <input type="checkbox"/> Displays are arranged in a segregated manner	<input checked="" type="checkbox"/> At least three displays include children's own artwork as well as adult-made and/or commercial materials Displays are: <input checked="" type="checkbox"/> Reflective of children's recent activities <input checked="" type="checkbox"/> Developmentally appropriate <input checked="" type="checkbox"/> Culturally appropriate and free of bias <input checked="" type="checkbox"/> Two or more displays include people with disabilities <input checked="" type="checkbox"/> Two or more displays include cultures/races <input checked="" type="checkbox"/> Two or more displays include family structures <input checked="" type="checkbox"/> As much as possible, displays are at child's eye level <input checked="" type="checkbox"/> Photographs of current children and/or families are displayed	<input checked="" type="checkbox"/> Additional displays are placed throughout the environment <input checked="" type="checkbox"/> Displays include family involvement in activities and/or events <input checked="" type="checkbox"/> Displays promote inclusion in daily living <input checked="" type="checkbox"/> Displays include children in the room participating in activities and experiences <input checked="" type="checkbox"/> Two or more displays are in more than one language <input checked="" type="checkbox"/> Children's three-dimensional creations are on display			
Score	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>					

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
8 BOOKS	<input type="checkbox"/> Books are in poor condition <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Less than two developmentally-appropriate books for each child enrolled <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting	<input checked="" type="checkbox"/> Books reflect three or more topics <input checked="" type="checkbox"/> Three or more books contain real images of people and/or objects <input checked="" type="checkbox"/> Two or more books which include diverse people/cultures are accessible <input checked="" type="checkbox"/> Two or more books which include people with disabilities are accessible <input checked="" type="checkbox"/> One book accessory is accessible in the book area	<input checked="" type="checkbox"/> Books for rotation are available <input checked="" type="checkbox"/> Books are incorporated into one other learning area <input checked="" type="checkbox"/> Books are incorporated into three or more other learning areas <input checked="" type="checkbox"/> Two or more books relate to current Program Plan <input checked="" type="checkbox"/> Homemade books are accessible <input checked="" type="checkbox"/> Three or more books which include people with disabilities are accessible <input checked="" type="checkbox"/> Three or more books which include diverse people/cultures are accessible <input checked="" type="checkbox"/> Two or more book accessories are accessible in the book area <input checked="" type="checkbox"/> Two or more print materials are accessible
Score	1 2 3 4 5		

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
<p>9 LANGUAGE AND LITERACY</p> <p>Score</p> <p>1 2 3 4 5</p>	<input type="checkbox"/> Staff do not read to children daily <input type="checkbox"/> Writing materials are not accessible <input type="checkbox"/> Language and literacy toys/puzzles are not accessible	<input checked="" type="checkbox"/> Three or more writing materials are accessible <input checked="" type="checkbox"/> Two or more language and literacy toys or puzzles are accessible <input checked="" type="checkbox"/> Toy bins and/or shelves are labelled with words and/or pictures	<input checked="" type="checkbox"/> Language and literacy opportunities are integrated into one other area <input checked="" type="checkbox"/> Toy bins and shelves are labelled with words and pictures <input type="checkbox"/> Two or more language and literacy learning experiences are planned and/or documented daily <input checked="" type="checkbox"/> Children have exposure to different languages <input type="checkbox"/> Staff use more than one form of communication <input checked="" type="checkbox"/> Staff provide opportunities for families to access literacy materials <input checked="" type="checkbox"/> Community language and literacy experiences available to the children monthly

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
14 DRAMATIC PLAY	<input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled <input type="checkbox"/> Accessories and equipment are in poor condition <input type="checkbox"/> Accessories and equipment are not developmentally appropriate	<input checked="" type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus <input checked="" type="checkbox"/> Accessories and equipment reflect cultural diversity <input checked="" type="checkbox"/> Mirror is accessible in the dramatic area	<input checked="" type="checkbox"/> Three or more dramatic prop boxes are available for rotation <input checked="" type="checkbox"/> Dramatic play area includes real items that are developmentally-appropriate <input checked="" type="checkbox"/> Three or more accessories are culturally diverse <input checked="" type="checkbox"/> Child's full body-length mirror is accessible in the room <input type="checkbox"/> Literacy is incorporated into the dramatic play area <input type="checkbox"/> Accessories are added and built upon daily <input type="checkbox"/> Children create props and accessories for the dramatic play area
Score	1 2 3 4 5		

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
16 TOILETING AND DIAPERING ROUTINES	<input type="checkbox"/> Current Regional Public Health toileting routine not posted <input type="checkbox"/> Current Regional Public Health diapering routine not posted N/A Current Regional Public Health potty routine not posted N/A No change table/mat available <input type="checkbox"/> Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed <input type="checkbox"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers <input type="checkbox"/> Washroom is not adapted for use by all children	<input checked="" type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff N/A Change table/mat is in good condition <input checked="" type="checkbox"/> Toileting and diapering is unhurried <input checked="" type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children <input checked="" type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills <input checked="" type="checkbox"/> Washroom area includes a mirror at child's eye level	<input checked="" type="checkbox"/> Child-sized sink is accessible in the washroom <input checked="" type="checkbox"/> Centre provides additional diapering supplies when required <input checked="" type="checkbox"/> Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet <input checked="" type="checkbox"/> Toilets are accessible within the room
Score	1 2 3 4 5		

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
18 EQUIPMENT REQUIRED FOR EATING AND SEATING	<input type="checkbox"/> Insufficient eating utensils and dishes <input type="checkbox"/> Insufficient seating for children <input type="checkbox"/> No adult seating	<input checked="" type="checkbox"/> Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required <input checked="" type="checkbox"/> Food is served on dishes or napkins <input checked="" type="checkbox"/> Seating available to meet the developmental needs of the children enrolled	<input checked="" type="checkbox"/> Extra utensils and dishes are available for easy access <input checked="" type="checkbox"/> All seating is washable, including cushioned seating <input checked="" type="checkbox"/> Running water is located in the room
Score 1 2 3 4 5			

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
19 COTS AND BEDDING	<input type="checkbox"/> Cots are not designated <input type="checkbox"/> Cots used for storage <input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cots in poor condition	<input checked="" type="checkbox"/> The sleeping area has a cot designated for each child <input checked="" type="checkbox"/> Areas around cots are hazard free <input checked="" type="checkbox"/> Sheets are changed once a week or sooner, if needed <input checked="" type="checkbox"/> Cots are disinfected weekly <input checked="" type="checkbox"/> Cot set-up does not interfere with program	<input checked="" type="checkbox"/> Sleep routines meet the needs of the children <input checked="" type="checkbox"/> Resting environment includes soft music and dimmed lighting <input checked="" type="checkbox"/> Children are allowed to bring a soft toy and/or bedding from home
Score	1 2 3 4 5		



Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
20 HEALTH AND SAFETY	<ul style="list-style-type: none"><input type="checkbox"/> One or more areas in the room is/are not in a state of good repair<input type="checkbox"/> One or more areas in the room is/are not hygienic<input type="checkbox"/> One or more areas in the room is/are not safe	<ul style="list-style-type: none"><input checked="" type="checkbox"/> First aid kit available in the room All areas accessible to children are: <ul style="list-style-type: none"><input checked="" type="checkbox"/> Kept in a state of good repair<input checked="" type="checkbox"/> Safe<input checked="" type="checkbox"/> Maintained in a hygienic condition<input checked="" type="checkbox"/> Organized	<ul style="list-style-type: none"><input checked="" type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly<input checked="" type="checkbox"/> Safety-related resources are accessible to families<input checked="" type="checkbox"/> Health-related resources are accessible to families<input checked="" type="checkbox"/> Safety/health resources are accessible to families in their preferred language
Score			
1 2 3 4 5			

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>21 TOYS AND PLAY EQUIPMENT WASHING</p> <p>Score</p> <p>1 2 3 4 5</p>	<input type="checkbox"/> No schedule for toy washing <input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines <input type="checkbox"/> Toys and play equipment are not washed as they become soiled	<input checked="" type="checkbox"/> Schedule for toy washing meets Regional Public Health guidelines <input checked="" type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff <input checked="" type="checkbox"/> Toys and play equipment are consistently washed as they become soiled	<input checked="" type="checkbox"/> Toys and play equipment schedule identifies categories of toys and play equipment <input checked="" type="checkbox"/> Transitional toys used prior to meal and/or snack times are washed after each use <input checked="" type="checkbox"/> Playground and indoor gross motor toys are washed a minimum of two times a year

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
22 STAFF AND CHILDREN'S HAND HYGIENE	<input type="checkbox"/> Current Regional Public Health hand washing procedures are not posted <input type="checkbox"/> Current Regional Public Health hand washing procedures are not followed <input type="checkbox"/> Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner	<input checked="" type="checkbox"/> Current Regional Public Health hand sanitizing procedures are posted <input checked="" type="checkbox"/> Evidence Supervisor reviews hand washing expectations with staff	<input checked="" type="checkbox"/> A sink is accessible in the room <input checked="" type="checkbox"/> Child-sized sink is accessible in the room <input checked="" type="checkbox"/> Real photos are used for visual hand washing procedure
Score			
1 2 3 4 5			

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
23 TRANSITIONS	<input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Children are not transitioned in small groups <input type="checkbox"/> Staff do not prepare children prior to transitions	<input checked="" type="checkbox"/> Children are consistently transitioned in small groups <input checked="" type="checkbox"/> Positive interactions occur between staff and children during transitions <input checked="" type="checkbox"/> Transitions are conducted in a smooth and seamless manner	<input checked="" type="checkbox"/> Staff facilitate transitions to meet individual children's needs <input checked="" type="checkbox"/> Learning experiences are planned and/or documented for transitions <input checked="" type="checkbox"/> Transition play materials are available
Score			
1 2 3 4 5			

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
25 POSITIVE ATMOSPHERE	<input type="checkbox"/> Staff use sarcasm, mocking or harsh words <input type="checkbox"/> Staff shout at children <input type="checkbox"/> Staff are repeatedly impatient <input type="checkbox"/> Staff repeatedly interrupt while others are talking <input type="checkbox"/> Staff are repeatedly disrespectful	<input checked="" type="checkbox"/> Staff are welcoming <input checked="" type="checkbox"/> Staff maintain a positive tone of voice <input checked="" type="checkbox"/> Staff are patient <input checked="" type="checkbox"/> Staff model appropriate positive social behaviour <input checked="" type="checkbox"/> Staff direct positive attention to all children	<input checked="" type="checkbox"/> Staff demonstrate flexibility <input checked="" type="checkbox"/> Staff use teachable moments to further develop positive social behaviours <input checked="" type="checkbox"/> Staff display empathy
Score			
1 2 3 4 5			

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
26 SUPERVISION OF CHILDREN	<input type="checkbox"/> Staff unaware of the number of children in the room <input type="checkbox"/> Staff unaware of the location of the children <input type="checkbox"/> Staff repeatedly do not scan the room <input type="checkbox"/> Staff repeatedly position themselves with their back to the children <input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions	<input checked="" type="checkbox"/> Staff scan the room at all times <input checked="" type="checkbox"/> Staff work as a team to position themselves so all children are supervised <input checked="" type="checkbox"/> Staff consistently balance supervision with interactions <input checked="" type="checkbox"/> Staff anticipate situations to support children's interactions and learning experiences	<input checked="" type="checkbox"/> Staff communicate with each other about the location of children <input checked="" type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision <input checked="" type="checkbox"/> Supervision is conducted in a non-disruptive manner
Score			
1 2 3 4 <input checked="" type="checkbox"/> 5			

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>28 SUPPORTING THE DEVELOPMENT OF SELF-ESTEEM</p> <p>Score</p> <p>1 2 3 4 5</p>	<input type="checkbox"/> Staff do not demonstrate inclusive practice <input type="checkbox"/> Staff repeatedly only use terms of endearment <input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully <input type="checkbox"/> Staff repeatedly do not show encouragement <input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately	<input checked="" type="checkbox"/> Staff address children by their real name <input checked="" type="checkbox"/> Staff consistently demonstrate inclusive practices <input checked="" type="checkbox"/> Staff break down directions into individual steps <input checked="" type="checkbox"/> Staff focus encouragement on how the tasks are completed <input checked="" type="checkbox"/> Staff role-model how to accomplish tasks	<input checked="" type="checkbox"/> Staff assist children to process their own emotions <input checked="" type="checkbox"/> Staff encourage children to identify the emotions of others <input checked="" type="checkbox"/> Staff use key words with children in their preferred language

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
29 BEHAVIOUR GUIDANCE	<input type="checkbox"/> Staff are physically abrupt with children <input type="checkbox"/> Staff expectations repeatedly do not match the developmental level of children <input type="checkbox"/> Staff repeatedly explain consequences in an abrupt manner <input type="checkbox"/> Staff repeatedly do not use appropriate behaviour guidance strategies <input type="checkbox"/> Staff repeatedly do not follow through with strategies	<input checked="" type="checkbox"/> Staff consistently explain consequences in a calm manner <input checked="" type="checkbox"/> Positive behaviour is reinforced <input checked="" type="checkbox"/> Staff use developmentally-appropriate re-direction strategies <input checked="" type="checkbox"/> Staff consistently follow through with strategies <input checked="" type="checkbox"/> Staff model turn taking/sharing	<input checked="" type="checkbox"/> Staff adapt expectations based on the individual needs of the children <input checked="" type="checkbox"/> Staff respond to all children involved in the incident, to resolve the issue in a calm manner <input checked="" type="checkbox"/> Staff monitor group dynamics to anticipate situations <input checked="" type="checkbox"/> Children demonstrate awareness of classroom expectations <input checked="" type="checkbox"/> Staff encourage children to problem solve to resolve peer conflict
Score			
	1	2	3
	4	5	

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
<p>30 SUPPORTING DEVELOPMENT OF COMMUNICATION SKILLS</p> <p>Score 1 2 3 4 5</p>	<input type="checkbox"/> Staff do not initiate verbal/non-verbal interactions <input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions <input type="checkbox"/> Staff repeatedly do not role-model developmentally-appropriate descriptions and directions <input type="checkbox"/> Staff repeatedly do not ask open-ended questions	<input checked="" type="checkbox"/> Verbal/non-verbal interactions are a balance of teacher and child directed <input checked="" type="checkbox"/> Staff model active listening skills <input checked="" type="checkbox"/> Staff are observed participating in play with children	<input checked="" type="checkbox"/> Staff extend verbal/non-verbal interactions with materials <input checked="" type="checkbox"/> Staff extend children's vocabulary <input checked="" type="checkbox"/> Staff encourage verbal/non-verbal interactions between children

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
2 OUTDOOR PLAY SPACE AND SHADE AREAS	<input type="checkbox"/> One playground surface accessible <input type="checkbox"/> Sensory materials and/or sand are not accessible <input type="checkbox"/> Play space is not defined <input type="checkbox"/> Outdoor play space is not in a state of good repair <input type="checkbox"/> No shade is accessible on the playground <input type="checkbox"/> Water source is not available	<input checked="" type="checkbox"/> Two playground surfaces accessible <input checked="" type="checkbox"/> Sensory materials and/or sand accessible to children during entire outdoor play time <input checked="" type="checkbox"/> Sand box covered when not in use N/A Infants are provided with outdoor gross motor time <input checked="" type="checkbox"/> Balance of shade and sunny areas <input checked="" type="checkbox"/> Natural elements are in or beside the playground	<input checked="" type="checkbox"/> Playground includes seating area <input checked="" type="checkbox"/> Third surface provided <input checked="" type="checkbox"/> Incline surface accessible <input checked="" type="checkbox"/> Each age group has their own designated play space <input checked="" type="checkbox"/> Nature built furnishings and equipment <input checked="" type="checkbox"/> Evidence that a garden and/or nature area is accessible <input checked="" type="checkbox"/> Outdoor play space accessible in all weather conditions
Score	<p>1 2 3 4 5</p>		



Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
<p>3 PHYSICAL PLAY EQUIPMENT</p> <p><input type="checkbox"/> No balls are available <input type="checkbox"/> Balls are not inflated <input type="checkbox"/> No additional developmentally-appropriate physical play equipment is available</p> <p>Score 1 2 3 4 5</p>	<p><input checked="" type="checkbox"/> Three or more balls are accessible <input checked="" type="checkbox"/> Three or more additional developmentally-appropriate physical play equipment is accessible <input checked="" type="checkbox"/> Staff set up physical play equipment to facilitate participation</p>	<p><input checked="" type="checkbox"/> Three or more types of equipment accessible to foster balance, coordination and climbing skills <input checked="" type="checkbox"/> Active lifestyle resources are accessible for families <input checked="" type="checkbox"/> Community recreation resources are accessible to families</p>	

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
4 LEARNING MATERIALS	<input type="checkbox"/> No learning materials accessible <input type="checkbox"/> Insufficient amount of learning materials for the number of children wanting to use them <input type="checkbox"/> Learning materials are not in good condition	<input checked="" type="checkbox"/> Three or more different types of learning materials accessible <input checked="" type="checkbox"/> Learning materials reflect the interests of children <input checked="" type="checkbox"/> Learning materials are developmentally-appropriate	<input checked="" type="checkbox"/> Three or more types of learning materials are accessible to explore nature <input checked="" type="checkbox"/> Two or more learning areas are extended to the outdoor environment <input checked="" type="checkbox"/> Two or more learning materials promote social and/or dramatic play
Score	1 2 3 4 5		

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
6 OUTDOOR STORAGE	<input type="checkbox"/> No storage provided for outdoor equipment <input type="checkbox"/> Outdoor equipment is stacked on top of each other in an unsafe manner <input type="checkbox"/> Outdoor storage is not securely locked	<input checked="" type="checkbox"/> Designated storage provided for all outdoor equipment <input checked="" type="checkbox"/> Storage is accessible all year round <input checked="" type="checkbox"/> First aid kit is accessible outside	<input checked="" type="checkbox"/> Storage for outdoor equipment is located close to or on the playground <input type="checkbox"/> Storage is organized <input type="checkbox"/> Storage is labelled
Score	1 2 3 4 5		

Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
<p>1 SUPERVISION OF CHILDREN</p> <p><input type="checkbox"/> Staffing not in place to safely escort children to and from the playground and/or indoor gross motor play area</p> <p><input type="checkbox"/> Ratios not maintained on the playground and/or indoor gross motor play area</p> <p><input type="checkbox"/> Staff do not position themselves to ensure clear view of all playground and/or indoor gross motor play areas</p> <p><input type="checkbox"/> Staff do not scan the playground and/or indoor gross motor play area</p> <p>Score</p> <p>1 2 3 4 5</p>	<p><input checked="" type="checkbox"/> Staff are able to balance supervision with interactions</p> <p><input checked="" type="checkbox"/> Staff are aware of the numbers and location of children</p> <p><input checked="" type="checkbox"/> Staff react quickly to remedy unsafe conditions and/or situations</p>	<p><input checked="" type="checkbox"/> Centre provides extra seasonal outdoor clothing</p> <p><input checked="" type="checkbox"/> Communication is accessible by use of cordless phone, child care cell phone, walkie talkie and/or intercom</p> <p><input checked="" type="checkbox"/> Time is scheduled daily to set up the playground prior to children having access to it</p> <p><input checked="" type="checkbox"/> Each age group has their own designated outdoor time</p>	



Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>2 OUTDOOR PLAY SPACE AND SHADE AREAS</p> <p>Score</p> <p>1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One playground surface accessible <input type="checkbox"/> Sensory materials and/or sand are not accessible <input type="checkbox"/> Play space is not defined <input type="checkbox"/> Outdoor play space is not in a state of good repair <input type="checkbox"/> No shade is accessible on the playground <input type="checkbox"/> Water source is not available 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Two playground surfaces accessible <input checked="" type="checkbox"/> Sensory materials and/or sand accessible to children during entire outdoor play time <input checked="" type="checkbox"/> Sand box covered when not in use <input checked="" type="checkbox"/> Infants are provided with outdoor gross motor time <input checked="" type="checkbox"/> Balance of shade and sunny areas <input checked="" type="checkbox"/> Natural elements are in or beside the playground 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Playground includes seating area <input checked="" type="checkbox"/> Third surface provided <input checked="" type="checkbox"/> Incline surface accessible <input checked="" type="checkbox"/> Each age group has their own designated play space <input checked="" type="checkbox"/> Nature built furnishings and equipment <input checked="" type="checkbox"/> Evidence that a garden and/or nature area is accessible <input checked="" type="checkbox"/> Outdoor play space accessible in all weather conditions



Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
3 PHYSICAL PLAY EQUIPMENT	<ul style="list-style-type: none"><input type="checkbox"/> No balls are available<input type="checkbox"/> Balls are not inflated<input type="checkbox"/> No additional developmentally-appropriate physical play equipment is available	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Three or more balls are accessible<input checked="" type="checkbox"/> Three or more additional developmentally-appropriate physical play equipment is accessible<input checked="" type="checkbox"/> Staff set up physical play equipment to facilitate participation	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Three or more types of equipment accessible to foster balance, coordination and climbing skills<input checked="" type="checkbox"/> Active lifestyle resources are accessible for families<input checked="" type="checkbox"/> Community recreation resources are accessible to families
Score	1 2 3 4 5		



Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
4 LEARNING MATERIALS	<input type="checkbox"/> No learning materials accessible <input type="checkbox"/> Insufficient amount of learning materials for the number of children wanting to use them <input type="checkbox"/> Learning materials are not in good condition	<input checked="" type="checkbox"/> Three or more different types of learning materials accessible <input checked="" type="checkbox"/> Learning materials reflect the interests of children <input checked="" type="checkbox"/> Learning materials are developmentally-appropriate	<input checked="" type="checkbox"/> Three or more types of learning materials are accessible to explore nature <input checked="" type="checkbox"/> Two or more learning areas are extended to the outdoor environment <input checked="" type="checkbox"/> Two or more learning materials promote social and/or dramatic play
Score			
1 2 3 4 5			



Toronto Children's Services Assessment for Quality Improvement 2019

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
6 OUTDOOR STORAGE	<input type="checkbox"/> No storage provided for outdoor equipment <input type="checkbox"/> Outdoor equipment is stacked on top of each other in an unsafe manner <input type="checkbox"/> Outdoor storage is not securely locked	<input checked="" type="checkbox"/> Designated storage provided for all outdoor equipment <input checked="" type="checkbox"/> Storage is accessible all year round <input checked="" type="checkbox"/> First aid kit is accessible outside	<input checked="" type="checkbox"/> Storage for outdoor equipment is located close to or on the playground <input type="checkbox"/> Storage is organized <input type="checkbox"/> Storage is labelled
Score	1 2 3 4 5		



Location Name: Childspace Day Care Corporation # 3 (49 Felstead Avenue)(9764)

Visit Id	Visit Date	Assessed By	Comment
105708	08-Mar-2019	LYNETH SAHID	Unannounced visit to complete annual quality assessment. Reviewed with centre supervisor.