



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
INFANT	5061	INFANT	4.54	05-Mar-2019	LYNETH SAHID
TODDLER	3260	TODDLER 2	4.58	05-Mar-2019	LYNETH SAHID
TODDLER	4888	TODDLER 1	4.50	05-Mar-2019	LYNETH SAHID



	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>1 DAILY AND VISUAL SCHEDULES</p> <p>Score 1 2 3 4 5</p>	<input type="checkbox"/> Daily Schedule is not posted <input type="checkbox"/> Daily Schedule does not balance between structure and flexibility <p>A Daily Schedule does not indicate time is planned for:</p> <input type="checkbox"/> Indoor Play <input type="checkbox"/> Child and Staff initiated learning experiences <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Outdoor Play	<input checked="" type="checkbox"/> Visual Schedule is accessible to the children <input checked="" type="checkbox"/> Photographs in Visual Schedule include children in the program <input checked="" type="checkbox"/> Visual Schedule is seasonally adjusted	<input type="checkbox"/> Daily Schedule is seasonally adjusted <input type="checkbox"/> Daily Visual Schedule is referred to <input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule



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>2 PROGRAM PLAN</p> <p>Score 1 2 3 4 5</p>	<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 its own Program Plan <input type="checkbox"/> External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs	<p>The following learning areas are planned and/or documented:</p> <input checked="" type="checkbox"/> One language and literacy daily <input checked="" type="checkbox"/> One sensory daily <input checked="" type="checkbox"/> One music and movement weekly <input checked="" type="checkbox"/> One art daily <input checked="" type="checkbox"/> One cognitive daily <input checked="" type="checkbox"/> One block weekly <input checked="" type="checkbox"/> Evidence that individual goals of children are incorporated into the Program Plan <input checked="" type="checkbox"/> Current Program Plan includes descriptions of the learning opportunities	<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 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
3 LEARNING EXPERIENCES	<ul style="list-style-type: none"><input type="checkbox"/> Learning experiences offered are not developmentally-appropriate<input type="checkbox"/> Learning experiences do not promote choice for children<input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Evidence of opportunities to discuss developmental progress with families<input checked="" type="checkbox"/> Standardized Developmental Screening tool completed for all children	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Photo documentation of learning experiences available<input checked="" type="checkbox"/> Enrichment program, in addition to regular program, is included monthly<input checked="" type="checkbox"/> Activity resources accessible for families<input checked="" type="checkbox"/> Portfolios regarding each child's development are accessible to families

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
4 INDOOR PHYSICAL ENVIRONMENT	<input type="checkbox"/> Play equipment, toys and materials are disorganized <input type="checkbox"/> The play environment is not accessible throughout the day <input type="checkbox"/> Space is not available for use as a cloakroom, with sufficient room for storing outdoor clothing and personal belongings <input type="checkbox"/> Floor space with suitable floor coverings is not available <input type="checkbox"/> Environment is not adjusted to meet the needs of children	<input checked="" type="checkbox"/> Adults remove outdoor shoes before entering the room <input checked="" type="checkbox"/> Room set up allows for supervision of children <input checked="" type="checkbox"/> Safe mirror at child's eye level in the playroom <input checked="" type="checkbox"/> Shoe coverings available for parents and staff <input checked="" type="checkbox"/> Mirror includes pull-up bar <input checked="" type="checkbox"/> Safe storage space available for equipment/toys and materials	<input checked="" type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in at least two areas <input checked="" type="checkbox"/> Child height windows in door/walls to see out <input checked="" type="checkbox"/> Dressing table/bench is accessible to parents <input checked="" type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences <input checked="" type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in at least two areas
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 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>7 BOOKS, LANGUAGE AND LITERACY</p> <p>Score 1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Books for rotation are not available <input type="checkbox"/> Staff do not verbally label objects and actions <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Staff do not read to children daily <input type="checkbox"/> Less than three books contain real images of people and/or objects 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Two developmentally-appropriate books for each child enrolled are accessible <input checked="" type="checkbox"/> Two or more language and literacy toys or puzzles are accessible <input checked="" type="checkbox"/> Three or more books which include diverse people/cultures are accessible <input checked="" type="checkbox"/> Children have exposure to different languages <input checked="" type="checkbox"/> Two or more books which include people with disabilities are accessible <input checked="" type="checkbox"/> Language and literacy opportunities are integrated into one other area 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homemade books are accessible <input checked="" type="checkbox"/> Toy bins and shelves are labelled with words and pictures <input checked="" type="checkbox"/> Three or more books which include people with disabilities are accessible

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
9 PHYSICAL PLAY LEARNING EXPERIENCES	<input type="checkbox"/> Designated safe space for indoor physical play learning experiences is not available <input type="checkbox"/> Staff are not engaged in planned and/or documented physical play learning experiences with the children <input type="checkbox"/> Less than two types of gross motor equipment are accessible to children in the room	<input checked="" type="checkbox"/> Daily planned and/or documented physical play learning experiences <input checked="" type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	<input checked="" type="checkbox"/> Physical play learning experiences are planned and/or documented for both the morning and afternoon <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
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
11 BLOCKS & CONSTRUCTION AND PRETEND PLAY	<input type="checkbox"/> Pretend play accessories and equipment are in poor condition <input type="checkbox"/> Pretend Play accessories and equipment are not developmentally-appropriate <input type="checkbox"/> Blocks and construction materials are not accessible <input type="checkbox"/> Block and construction accessories are not accessible <input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled	<input checked="checked" type="checkbox"/> Accessories and equipment reflect cultural diversity <input checked="checked" type="checkbox"/> Three or more developmentally-appropriate blocks and construction materials are accessible <input checked="checked" type="checkbox"/> Three or more developmentally-appropriate blocks and construction accessories are accessible <input checked="checked" type="checkbox"/> Pretend play area includes real items that are developmentally-appropriate	<input checked="checked" type="checkbox"/> Blocks and construction materials include three or more textures <input checked="checked" type="checkbox"/> Accessories and equipment encourage three or more pretend play possibilities that reflect the Program Plan focus <input checked="checked" type="checkbox"/> Three or more accessories are culturally diverse
Score 1 2 3 4 <input checked="checked" type="checkbox"/> 5			



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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
12 ROUTINE CARE PRACTICES	<input type="checkbox"/> A daily information chart is not completed for each child <input type="checkbox"/> Daily information chart is not reviewed with parent/guardians <input type="checkbox"/> Children's individual schedules are not available <input type="checkbox"/> Staff repeatedly are not following children's physical cues	<input checked="" type="checkbox"/> Evidence of documentation of each child's interactions and/or learning experiences during the day <input checked="" type="checkbox"/> Staff are following children's physical cues	<input checked="" type="checkbox"/> Daily Information Chart is available to be taken home <input checked="" type="checkbox"/> Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development <input checked="" type="checkbox"/> Children's individual schedules are followed by staff
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
14 MEALS AND/OR SNACK TIME	<input type="checkbox"/> Food is used as a reward or punishment N/A Young infants' bottles are propped up when they are being fed <input type="checkbox"/> Space and equipment for minor food preparation is not located in the room <input type="checkbox"/> No conversations and/or interactions occur during meals and/or snack times <input type="checkbox"/> Individual children's needs are not met during meal times <input type="checkbox"/> Utensils and dishes are not available to support individual feeding needs and are not adapted as required <input type="checkbox"/> Children do not sit in small groups <input type="checkbox"/> Equipment required for seating is not appropriate for the size, ability and developmental level of the children	<input checked="" type="checkbox"/> Food is always served on dishes or napkins <input checked="" type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation <input checked="" type="checkbox"/> Water and refrigeration is located in the room <input checked="" type="checkbox"/> Adult seating is accessible <input checked="" type="checkbox"/> Staff serve food while sitting with children during mealtimes	<input checked="" type="checkbox"/> Food preparation area in the room is not used for other uses <input checked="" type="checkbox"/> Staff use meals and/or snack times as opportunities for enhanced language learning
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 CRIBS AND BEDDING	<input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cribs in poor condition <input type="checkbox"/> Cribs are not designated <input type="checkbox"/> Sheets are not changed once a week, or sooner if needed	<input checked="" type="checkbox"/> Mattresses are disinfected weekly <input checked="" type="checkbox"/> Areas above cribs are free of storage <input checked="" type="checkbox"/> Cribs are not used for storage <input checked="" type="checkbox"/> Sleeping area is monitored	<input checked="" type="checkbox"/> Brief description of how each child goes to sleep is accessible <input checked="" type="checkbox"/> Resting environment includes soft music and dimmed lighting
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>16 HEALTH & SAFETY AND TOY & PLAY EQUIPMENT WASHING</p> <p>Score 1 2 3 4 5</p>	<p><input type="checkbox"/> Furniture is not sturdy and safe to pull up on</p> <p><input type="checkbox"/> First aid kit is not available in the room</p> <p>All areas of the room are:</p> <p><input type="checkbox"/> Not maintained in a hygienic condition</p> <p><input checked="" type="checkbox"/> Not kept in a state of good repair</p> <p><input type="checkbox"/> No schedule for toy washing</p> <p><input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines</p>	<p><input checked="" type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff</p> <p><input checked="" type="checkbox"/> Health-related resources are accessible to families</p> <p><input checked="" type="checkbox"/> All areas in the room are safe</p> <p><input checked="" type="checkbox"/> Toys and play equipment are washed as they become soiled</p>	<p><input checked="" type="checkbox"/> Safety-related resources are accessible to families</p> <p>N/A Transitional toys used prior to meal times are washed after each use</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 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
17 STAFF AND CHILDREN'S HAND HYGIENE	<input type="checkbox"/> Insufficient supplies are accessible to ensure hand-washing is conducted in a hygienic manner <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 checked="" type="checkbox"/> Current Regional Public Health hand sanitizing procedures are not 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"/> 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
18 TRANSITIONS AND ATTENDANCE VERIFICATION	<input type="checkbox"/> Staff do not prepare children prior to transitions <input type="checkbox"/> Children's arrival and departure times are not always recorded on the Main Attendance Record <input type="checkbox"/> Staff are not the recorders of the children's arrival and departure times <input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Positive interactions do not occur between staff and children during transitions	<input checked="" type="checkbox"/> Arrival and departure times are completed in pen <input checked="" type="checkbox"/> Transitions are conducted in a smooth and seamless manner <input checked="" type="checkbox"/> Portable attendance travels with each group <input checked="" type="checkbox"/> Attendance is verbally verified after staff transitions <input checked="" type="checkbox"/> Small groups of children who have left the room are reflected on the Main Attendance Record	<input checked="" type="checkbox"/> Written verification of attendance after each group transition <input checked="" type="checkbox"/> Transition play materials are available
Score			
1 2 3 4 <input checked="" type="checkbox"/> 5			



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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
19 POSITIVE ATMOSPHERE	<input type="checkbox"/> Staff shout at children <input type="checkbox"/> Staff repeatedly do not model appropriate positive social behaviour <input type="checkbox"/> Staff are repeatedly not welcoming <input type="checkbox"/> Staff are repeatedly impatient	<input checked="" type="checkbox"/> Staff direct positive attention to all children <input checked="" type="checkbox"/> Staff maintain a positive tone of voice	<input checked="" type="checkbox"/> Staff model positive non-verbal communication skills <input checked="" type="checkbox"/> Staff display empathy <input checked="" type="checkbox"/> Staff use teachable moments to further develop positive social behaviours
Score			
1 2 3 4 <input type="text" value="5"/>			

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
22 SUPPORTING THE DEVELOPMENT OF SELF-ESTEEM	<input type="checkbox"/> Staff do not demonstrate inclusive practice <input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully <input type="checkbox"/> Staff repeatedly do not acknowledge children`s emotions appropriately	<input checked="" type="checkbox"/> Staff role-model how to accomplish tasks <input checked="" type="checkbox"/> Staff address children by their real name	<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 focus encouragement on how the tasks are completed
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>24 SUPPORTING COMMUNICATION AND EXTENDING CHILDREN'S LEARNING</p> <p>Score</p> <p>1 2 3 4 5</p>	<input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions <input type="checkbox"/> Staff repeatedly solve the children's problems immediately <input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge	<input checked="" type="checkbox"/> Staff support children to follow through with strategies <input checked="" type="checkbox"/> Staff are observed participating in play with children <input checked="" type="checkbox"/> Staff support the children's learning	<input checked="" type="checkbox"/> Staff extend verbal/non-verbal interactions with materials <input checked="" type="checkbox"/> Staff extend children's vocabulary

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
3 LEARNING EXPERIENCES Score 1 2 3 4 5	<input type="checkbox"/> Learning experiences offered are not developmentally-appropriate <input type="checkbox"/> Learning experiences do not promote choice for children <input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences <input type="checkbox"/> The play environment is not arranged into learning areas that are open and accessible throughout the day	<input checked="" type="checkbox"/> Standardized Developmental Screening tool is completed for all children <input checked="" type="checkbox"/> Evidence of opportunities to discuss developmental progress with families <input checked="" type="checkbox"/> Photo documentation of learning experiences available <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"/> Activity resources accessible for families <input checked="" type="checkbox"/> Portfolios regarding each child's development are accessible to families <input checked="" type="checkbox"/> Enrichment program in addition to regular program is included monthly <input checked="" type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences



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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>5 SENSORY, SCIENCE & NATURE</p> <p>Score 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"/> Sensory opportunities are not available throughout the day</p>	<p><input checked="" type="checkbox"/> Permanent sensory equipment is accessible to children in the play environment</p> <p><input checked="" type="checkbox"/> Three or more developmentally-appropriate science and/or nature equipment and/or materials are accessible</p> <p><input checked="" type="checkbox"/> Opportunities to experience natural objects and/or events</p>	<p><input checked="" type="checkbox"/> Two or more planned and/or documented sensory learning experiences occur daily</p> <p><input checked="" type="checkbox"/> Sensory learning experiences are planned and/or documented weekly to reflect different senses</p> <p><input checked="" type="checkbox"/> Two or more science and nature learning experiences planned and/or documented weekly</p> <p><input checked="" type="checkbox"/> Science and Nature learning experiences planned and/or documented daily</p>

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
6 ART	<input type="checkbox"/> No equipment for art learning experiences <input type="checkbox"/> No materials for art learning experiences <input type="checkbox"/> Art opportunities not available throughout the day	<input checked="" type="checkbox"/> Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use <input checked="" type="checkbox"/> Three or more art materials include diverse skin tones	<input checked="" type="checkbox"/> Two or more art learning experiences planned and/or documented daily <input checked="" type="checkbox"/> Three or more art mediums are used in planned/or documented learning 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
<p>7 LANGUAGE AND LITERACY</p> <p>Score 1 2 3 <input checked="" type="checkbox"/> 4 5</p>	<p><input type="checkbox"/> Books are not accessible for independent use</p> <p><input type="checkbox"/> Books for rotation are not available</p> <p><input type="checkbox"/> Staff do not read to children daily</p> <p><input type="checkbox"/> Staff do not verbally label objects and actions</p> <p><input type="checkbox"/> Area does not include soft seating and/or cushions for sitting</p> <p><input type="checkbox"/> Less than two language and literacy toys or puzzles are accessible</p> <p><input type="checkbox"/> Less than three books contain real images of people and/or objects</p>	<p><input checked="" type="checkbox"/> Two or more developmentally-appropriate books for each child enrolled are accessible</p> <p><input checked="" type="checkbox"/> Three or more books which include diverse people/cultures are accessible</p> <p><input checked="" type="checkbox"/> Language and literacy opportunities are integrated into one other area</p> <p><input checked="" type="checkbox"/> Two or more book accessories are accessible in the room</p> <p><input checked="" type="checkbox"/> Children have exposure to different languages</p> <p><input checked="" type="checkbox"/> Two or more books which include people with disabilities are accessible</p>	<p><input checked="" type="checkbox"/> Homemade books are accessible</p> <p><input type="checkbox"/> Three or more books which include people with disabilities are accessible</p> <p><input checked="" type="checkbox"/> Toy bins and shelves are labelled with words and pictures</p> <p><input checked="" type="checkbox"/> Books are incorporated into three or more other learning areas</p>

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>10 COGNITIVE & MANIPULATIVE AND BLOCK & CONSTRUCTION</p>	<input type="checkbox"/> Cognitive and manipulative materials are not accessible <input type="checkbox"/> Blocks and construction materials are not accessible <input type="checkbox"/> Blocks and construction accessories are not accessible <input type="checkbox"/> Materials are not available for rotation	<input checked="" type="checkbox"/> Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible <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"/> Two complete toys for each child enrolled are accessible	<input checked="" type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly <input checked="" type="checkbox"/> One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts <input checked="" type="checkbox"/> Blocks 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
<p>Score</p> <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
11 PRETEND 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"/> Pretend play area includes real items that are developmentally appropriate <input checked="" type="checkbox"/> Mirror is accessible in the pretend play area <input checked="" type="checkbox"/> Accessories and equipment reflect cultural diversity <input checked="" type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	<input checked="" type="checkbox"/> Three or more accessories are culturally diverse <input type="checkbox"/> Child's full body-length mirror is accessible in the room
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>14 MEALS AND/OR SNACK TIME</p> <p>Score 1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Individual children's needs are not met during meal and/or snack times <input type="checkbox"/> Children do not sit in small groups <input type="checkbox"/> No conversations and/or interactions occur during meals and/or snack times <input type="checkbox"/> Food is not served on dishes or napkins <input type="checkbox"/> Food is used as a reward or punishment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation <input checked="" type="checkbox"/> Equipment required for seating is appropriate for the size, ability and developmental level of the children <input checked="" type="checkbox"/> Adult seating is accessible <input checked="" type="checkbox"/> Staff serve food while sitting with children during meal and/or snack times 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Food preparation area in the room is not used for other uses <input type="checkbox"/> Staff use meal and/or snack time as opportunities for enhanced language learning <input checked="" type="checkbox"/> Children are encouraged to serve themselves

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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>24 SUPPORTING COMMUNICATION AND EXTENDING CHILDREN'S LEARNING</p> <p>Score</p> <p>1 2 3 4 5</p>	<ul style="list-style-type: none"> <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 support children to follow through with strategies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff support the children's learning <input checked="" type="checkbox"/> Staff extend verbal/non-verbal interactions with materials <input checked="" type="checkbox"/> Staff are observed participating in play with children 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff recall past experience to extend current learning opportunities <input checked="" type="checkbox"/> Staff extend children's vocabulary

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
1 DAILY AND VISUAL SCHEDULES	<input type="checkbox"/> Daily Schedule is not posted <input type="checkbox"/> Daily Schedule does not balance between structure and flexibility <input type="checkbox"/> Visual Schedule is not accessible	A Daily Schedule is posted that indicates time is planned for: <input checked="" type="checkbox"/> Outdoor play <input checked="" type="checkbox"/> Indoor play <input checked="" type="checkbox"/> Child and Staff initiated learning experiences <input checked="" type="checkbox"/> Time to meet children's physical needs <input checked="" type="checkbox"/> Photographs in Visual Schedule include children in the program	<input checked="" type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule <input checked="" type="checkbox"/> Daily Schedule is seasonally adjusted <input checked="" type="checkbox"/> Visual Schedule is seasonally adjusted <input type="checkbox"/> Daily Visual Schedule is referred to
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
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 its own Program Plan	The following learning areas are planned and/or documented: <ul style="list-style-type: none"> <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"/> One science and nature weekly <input checked="" type="checkbox"/> One block weekly <input checked="" type="checkbox"/> One music and movement weekly <input checked="" type="checkbox"/> One pretend play weekly <ul style="list-style-type: none"> <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 who wake early are provided with play materials which are documented 	<ul style="list-style-type: none"> <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		

	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
3 LEARNING EXPERIENCES Score 1 2 3 4 5	<input type="checkbox"/> Learning experiences offered are not developmentally-appropriate <input type="checkbox"/> Learning experiences do not promote choice for children <input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences <input type="checkbox"/> The play environment is not arranged into learning areas that are open and accessible throughout the day	<input checked="" type="checkbox"/> Standardized Developmental Screening tool is completed for all children <input checked="" type="checkbox"/> Evidence of opportunities to discuss developmental progress with families <input checked="" type="checkbox"/> Photo documentation of learning experiences available <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"/> Activity resources accessible for families <input checked="" type="checkbox"/> Portfolios regarding each child's development are accessible to families <input checked="" type="checkbox"/> Enrichment program in addition to regular program is included monthly <input checked="" type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences



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	Does Not Meet Expectation 1 or 2	Meet Expectation 3	Exceed Expectation 4 or 5
<p>6 ART</p> <p>Score 1 2 3 4 5</p>	<input type="checkbox"/> No equipment for art learning experiences <input type="checkbox"/> No materials for art learning experiences <input type="checkbox"/> Art opportunities not available throughout the day	<input checked="" type="checkbox"/> Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use <input checked="" type="checkbox"/> Three or more art materials include diverse skin tones	<input checked="" type="checkbox"/> Two or more art learning experiences planned and/or documented daily <input checked="" type="checkbox"/> Three or more art mediums are used in planned/or documented learning experiences

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>7 LANGUAGE AND LITERACY</p> <p>Score</p> <p>1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Books for rotation are not available <input type="checkbox"/> Staff do not read to children daily <input type="checkbox"/> Staff do not verbally label objects and actions <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting <input type="checkbox"/> Less than two language and literacy toys or puzzles are accessible <input type="checkbox"/> Less than three books contain real images of people and/or objects 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Two or more developmentally-appropriate books for each child enrolled are accessible <input checked="" type="checkbox"/> Three or more books which include diverse people/cultures are accessible <input checked="" type="checkbox"/> Language and literacy opportunities are integrated into one other area <input checked="" type="checkbox"/> Two or more book accessories are accessible in the room <input checked="" type="checkbox"/> Children have exposure to different languages <input checked="" type="checkbox"/> Two or more books which include people with disabilities are accessible 	<ul style="list-style-type: none"> <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"/> Toy bins and shelves are labelled with words and pictures <input checked="" type="checkbox"/> Books are incorporated into three or more other learning areas

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	1 or 2	3	4 or 5
<p>10 COGNITIVE & MANIPULATIVE AND BLOCK & CONSTRUCTION</p> <p>Score</p> <p>1 2 3 4 5</p>	<input type="checkbox"/> Cognitive and manipulative materials are not accessible <input type="checkbox"/> Blocks and construction materials are not accessible <input type="checkbox"/> Blocks and construction accessories are not accessible <input type="checkbox"/> Materials are not available for rotation	<input checked="" type="checkbox"/> Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible <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"/> Two complete toys for each child enrolled are accessible	<input checked="" type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly <input checked="" type="checkbox"/> One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts <input checked="" type="checkbox"/> Blocks 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

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11 PRETEND 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"/> Pretend play area includes real items that are developmentally appropriate <input checked="" type="checkbox"/> Mirror is accessible in the pretend play area <input checked="" type="checkbox"/> Accessories and equipment reflect cultural diversity <input checked="" type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	<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
Score	1 2 3 4 5		

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	1 or 2		3		4 or 5	
13 TOILETING AND DIAPERING ROUTINES	<input type="checkbox"/> No change table <input type="checkbox"/> Change table not in good condition <input type="checkbox"/> Children are not given notice of upcoming diaper change <input type="checkbox"/> Washroom is not adapted for use by all children <input type="checkbox"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers		<input checked="" type="checkbox"/> Current Regional Public Health toileting routine is posted <input checked="" type="checkbox"/> Current Regional Public Health diapering routine is posted N/A Current Regional Public Health potty routine is posted <input checked="" type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff <input checked="" type="checkbox"/> Washroom area includes a mirror at child's eye level <input checked="" type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children		<input checked="" type="checkbox"/> Child-sized sink is accessible in the washroom <input checked="" type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills <input checked="" type="checkbox"/> Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level	
Score	1 2 3 4 5					

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15 COTS AND BEDDING	<input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cots in poor condition <input type="checkbox"/> Cot set-up interferes with the program	<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"/> Resting environment includes soft music and dimmed lighting <input checked="" type="checkbox"/> Cots are designated	<input checked="" type="checkbox"/> Areas above cots are free of storage <input checked="" type="checkbox"/> Cots are not used for storage
Score 1 2 3 4 5			

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<p>16 HEALTH AND SAFETY TOYS AND PLAY EQUIPMENT WASHING</p> <p>Score</p> <p>1 2 3 4 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines <input type="checkbox"/> No schedule for toy washing <input type="checkbox"/> Playground toys are not washed a minimum of two times a year <input type="checkbox"/> First aid kit is not available in the room <input type="checkbox"/> All areas are not kept in a state of good repair <input type="checkbox"/> All areas are not maintained in a hygienic condition <input type="checkbox"/> Play equipment, toys and materials are disorganized 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Health-related resources are accessible to families <input checked="" type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff <input checked="" type="checkbox"/> All areas are safe <input checked="" type="checkbox"/> Toys and play equipment are washed as they become soiled <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Safety-related resources are accessible to families N/A Transitional toys used prior to meal and/or snack times are washed after each use <input checked="" type="checkbox"/> Safety/health resources are accessible to families in their preferred language

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<p>22 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 give too many directions for a child to follow successfully <input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately <input type="checkbox"/> Staff repeatedly do not focus encouragement on how the tasks are completed	<input checked="" type="checkbox"/> Staff demonstrate encouragement <input checked="" type="checkbox"/> Staff role-model how to accomplish tasks <input checked="" type="checkbox"/> Staff address children by their real name	<input type="checkbox"/> Staff assist children to process their own emotions <input type="checkbox"/> Staff encourage children to identify the emotions of others

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<p>24 SUPPORTING COMMUNICATION AND EXTENDING CHILDREN'S LEARNING</p> <p>Score</p> <p>1 2 3 4 5</p>	<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 support children to follow through with strategies	<input checked="" type="checkbox"/> Staff support the children's learning <input checked="" type="checkbox"/> Staff extend verbal/non-verbal interactions with materials <input checked="" type="checkbox"/> Staff are observed participating in play with children	<input checked="" type="checkbox"/> Staff recall past experience to extend current learning opportunities <input checked="" type="checkbox"/> Staff extend children's vocabulary



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

Visit Id	Visit Date	Assessed By	Comment
105680	05-Mar-2019	LYNETH SAHID	