

Assessment Report

Consultant	JANET SINGH	Phone	416-397-1449	Email	jsingh2@toronto.ca
Location ID	9764	Location Name	Childspace Day Care Corp	poration # 3 (49 F	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



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
pla	Daily Schedule does not balance between structure and flexibility Daily Schedule does not indicate time is	 ✓ Visual Schedule is accessible to the children ✓ Photographs in Visual Schedule include children in the program ✓ Visual Schedule is seasonally adjusted 	Daily Schedule is seasonally adjusted Daily Visual Schedule is referred to Alternate arrangements are indicated on the Daily Schedule



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
2 PROGRAM PLAN Score 1 2 3 4 5	A current Program Plan is not posted Program Plan does not cover the entire time children are in attendance Each room does not have its own Program Plan External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs	The following learning areas are planned and/or documented: One language and literacy daily One sensory daily One music and movement weekly One art daily One cognitive daily One block weekly Evidence that individual goals of children are incorporated into the Program Plan Current Program Plan includes descriptions of the learning opportunities	Evidence of formal programming time given to staff Supervisor reviews program plans and signs them weekly Information is accessible to parents on curriculum model



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
3 LEARNING EXPERIENCES Score 1 2 3 4 5	Learning experiences offered are not developmentally-appropriate Learning experiences do not promote choice for children There is no current documentation which demonstrates that observations of children are used in the development of learning experiences	Evidence of opportunities to discuss developmental progress with families Standardized Developmental Screening tool completed for all children	 Photo documentation of learning experiences available Enrichment program, in addition to regular program, is included monthly Activity resources accessible for families Portfolios regarding each child's development are accessible to families



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
4 INDOOR PHYSICAL ENVIRONMENT		Adults remove outdoor shoes before entering the room Room set up allows for supervision of children Safe mirror at child's eye level in the	
Score 1 2 3 4 5			



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	More than half of the children's art work is product oriented, not process oriented Displays are not developmentally-appropriate Less than three displays include children's own artwork as well as adult-made and/or commercial materials Less than two displays include cultures/races Displays are not at child's eye level	Displays are:	 ✓ Displays promote inclusion in daily living ✓ Two or more displays are in more than one language ✓ Displays include family involvement in activities and/or events



Room ID

Assessment: INFANT

5061

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	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
6 ART & SENSORY Score 1 2 3 4 5	No equipment for art learning experiences No materials for art learning experiences Art opportunities not available throughout the day No materials for sensory learning experiences Sensory opportunities are not available throughout the day	 ✓ Three or more developmentally-appropriate sensory equipment and/or materials are accessible ✓ Three or more art materials include diverse skin tones ✓ Permanent sensory equipment is accessible to children in the play environment 	Sensory learning experiences are planned and/or documented weekly to reflect different senses Two or more planned and/or documented sensory learning experiences occur daily Two or more art learning experiences planned and/or documented daily



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
7 BOOKS, LANGUAGE AND LITERACY	cushions for sitting Books are not accessible for independent use Staff do not read to children daily Less than three books contain real	 ✓ Two developmentally-appropriate books for each child enrolled are accessible ✓ Two or more language and literacy toys or puzzles are accessible ✓ Three or more books which include diverse people/cultures are accessible ✓ Children have exposure to different languages ✓ Two or more books which include people with disabilities are accessible ✓ Language and literacy opportunities are integrated into one other area 	Homemade books are accessible Toy bins and shelves are labelled with words and pictures Three or more books which include people with disabilities are accessible



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
8 MUSIC AND ACCESSORIES Score 1 2 3 4 5	Music is not appropriate for the age group Staff do not sing to children daily Audio playlists are not available Musical instruments are not in good condition Radio is played when children are present	Three or more different types of music are available to be played to children Three or more different types of musical instruments are accessible to children	Two or more music and movement learning experiences are planned and/or documented weekly Staff sing/play songs from different cultures Props are used to enhance music experiences



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
9 PHYSICAL PLAY LEARNING EXPERIENCES Score 1 2 3 4 5	Designated safe space for indoor physical play learning experiences is not available Staff are not engaged in planned and/or documented physical play learning experiences with the children Less than two types of gross motor equipment are accessible to children in the room	Daily planned and/or documented physical play learning experiences Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	Physical play learning experiences are planned and/or documented for both the morning and afternoon Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
10 COGNITIVE & MANIPULATIVE AND SCIENCE & NATURE Score	Materials are not available for rotation Cognitive and manipulative materials are not accessible Materials are not developmentally-appropriate		 One planned and/or documented cause and effect learning experience offered weekly Opportunities to experience natural objects
1 2 3 4 5			



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Pretend play accessories and equipment are in poor condition Pretend Play accessories and equipment are not developmentally-appropriate Blocks and construction materials are not accessible Block and construction accessories are	 Accessories and equipment reflect cultural diversity Three or more developmentally-appropriate blocks and construction materials are accessible 	 Blocks and construction materials include three or more textures Accessories and equipment encourage three or more pretend play possibilities that reflect the Program Plan focus Three or more accessories are culturally diverse



Room ID

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Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
12 ROUTINE CARE PRACTICES Score	A daily information chart is not completed for each child Daily information chart is not reviewed with parent/guardians Children's individual schedules are not available Staff repeatedly are not following children's physical cues		 ✓ Daily Information Chart is available to be taken home ✓ Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development ✓ Children's individual schedules are followed by staff
1 2 3 4 5			



Room ID

5061 Assessment: INFANT

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



Room ID

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Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Food is used as a reward or punishment N/A Young infants' bottles are propped up when they are being fed Space and equipment for minor food preparation is not located in the room No conversations and/or interactions occur during meals and/or snack times Individual children's needs are not met during meal times Utensils and dishes are not available to support individual feeding needs and are not adapted as required Children do not sit in small groups Equipment required for seating is not appropriate for the size, ability and developmental level of the children	Food is always served on dishes or napkins Meal and/or snack times are viewed as a time for socialization and conversation Water and refrigeration is located in the room Adult seating is accessible Staff serve food while sitting with children during mealtimes	Food preparation area in the room is not used for other uses Staff use meals and/or snack times as opportunities for enhanced language learning



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
15 CRIBS AND BEDDING	Extra bedding is not available Cribs in poor condition Cribs are not designated Sheets are not changed once a week, or sooner if needed	Mattresses are disinfected weekly Areas above cribs are free of storage Cribs are not used for storage Sleeping area is monitored	Brief description of how each child goes to sleep is accessible Resting environment includes soft music and dimmed lighting
Score 1 2 3 4 5			



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
16 HEALTH & SAFETY AND TOY & PLAY EQUIPMENT WASHING Score 1 2 3 4 5	Furniture is not sturdy and safe to pull up on First aid kit is not available in the room All areas of the room are: Not maintained in a hygienic condition Not kept in a state of good repair No schedule for toy washing Schedule for toy washing does not meet Regional Public Health guidelines	 ✓ Toys and play equipment washing schedule is signed and/or initialled and dated by staff ✓ Health-related resources are accessible to families ✓ All areas in the room are safe ✓ Toys and play equipment are washed as they become soiled 	Safety-related resources are accessible to families N/A Transitional toys used prior to meal times are washed after each use Safety/health resources are accessible to families in their preferred language



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
17 STAFF AND CHILDREN'S HAND HYGIENE Score	Insufficient supplies are accessible to	Current Regional Public Health hand sanitizing procedures are not posted Evidence Supervisor reviews handwashing expectations with staff	A sink is accessible in the room Real photos are used for visual handwashing procedure
1 2 3 4 5			



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
18 TRANSITIONS AND ATTENDANCE VERIFICATION Score 1 2 3 4 5	Staff do not prepare children prior to transitions Children's arrival and departure times are not always recorded on the Main Attendance Record Staff are not the recorders of the children's arrival and departure times Extended waiting during transitions Positive interactions do not occur between staff and children during transitions	 ✓ Arrival and departure times are completed in pen ✓ Transitions are conducted in a smooth and seamless manner ✓ Portable attendance travels with each group ✓ Attendance is verbally verified after staff transitions ✓ Small groups of children who have left the room are reflected on the Main Attendance Record 	 ✓ Written verification of attendance after each group transition ✓ Transition play materials are available



Room ID

Assessment: INFANT

5061

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



Room ID

Assessment: INFANT

5061

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



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
21 FOSTER CHILDREN'S INDEPENDENCE Score 1 2 3 4 5	Staff repeatedly do not encourage developmentally-appropriate self-help skills Staff repeatedly do not allow children to make their own decisions Staff repeatedly do not provide time for children to complete tasks	Children are provided with choices Staff consistently follow the children`s cues	 ✓ Children are provided with choices within their interests ✓ Staff respond to children's interests



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
22 SUPPORTING THE	Staff do not demonstrate inclusive practice	Staff role-model how to accomplish tasks	emotions
DEVELOPMENT OF SELF- ESTEEM	Staff repeatedly give too many directions for a child to follow successfully	Staff address children by their real name	Staff encourage children to identify the emotions of others
	Staff repeatedly do not acknowledge children`s emotions appropriately		Staff focus encouragement on how the tasks are completed
Score 1 2 3 4 5			



Room ID

Assessment: INFANT

5061

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
23 BEHAVIOUR GUIDANCE	Staff are physically abrupt with children	Staff use appropriate behaviour guidance strategies	Staff adapt expectations based on the individual needs of the children
	Staff repeatedly do not reinforce positive behaviour	Staff model turn taking/sharing	Staff respond to all children involved in an incident, to resolve the issue in a calm
	Staff repeatedly do not use developmentally-appropriate re-direction strategies		manner
Score 1 2 3 4 5			



Room ID

5061

Assessment: INFANT

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
24 SUPPORTING COMMUNICATION AND EXTENDING CHILDREN'S LEARNING Score 1 2 3 4 5	Staff repeatedly do not build on or expand on verbal/non-verbal interactions Staff repeatedly solve the children's problems immediately Staff repeatedly miss opportunities to build children's knowledge	 ✓ Staff support children to follow through with strategies ✓ Staff are observed participating in play with children ✓ Staff support the children's learning 	Staff extend verbal/non-verbal interactions with materials Staff extend children's vocabulary



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
1 DAILY AND VISUAL SCHEDULES Score 1 2 3 4 5	Daily Schedule is not posted Daily Schedule does not balances between structure and flexibility Visual Schedule is not accessible	A Daily Schedule is posted that indicates time is planned for: ✓ Outdoor play ✓ Indoor play ✓ Child and Staff initiated learning experiences ✓ Time to meet children's physical needs ✓ Photographs in Visual Schedule include children in the program	Alternate arrangements are indicated on the Daily Schedule Daily Schedule is seasonally adjusted Visual Schedule is referred to Daily Visual Schedule is referred to



Room ID

3260 Assessment: TODDLER

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



Room ID

3260

Assessment: TODDLER

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



Room ID

Assessment: TODDLER

3260

Toronto Children's Services Assessment for Quality Improvement 2019

Meet Expectation Exceed Expectation Does Not Meet Expectation 1 or 2 4 or 5 Less than two displays include Displays include children in the room Two or more displays are in more than 4 DISPLAYS participating in learning experiences cultures/races one language Two or more displays include people with More than half of the children's art work is Two or more displays include family product oriented, not process oriented disabilities structures Displays promote inclusion in daily living Displays include family involvement in Less than three displays include activities and/or events children's own artwork and as well as adult-made and/or commercial materials Displays are not: Reflective of children's recent activities Developmentally-appropriate Culturally-appropriate and free of bias Displays are not at child's eye level, as much as possible Displays are arranged in a segregated manner Score



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
5 SENSORY, SCIENCE & NATURE Score 1 2 3 4 5	No materials for science and nature learning experiences No materials for sensory learning experiences Sensory opportunities are not available throughout the day	Permanent sensory equipment is accessible to children in the play environment Three or more developmentally-appropriate science and/or nature equipment and/or materials are accessible Opportunities to experience natural objects and/or events	 ✓ Two or more planned and/or documented sensory learning experiences occur daily ✓ Sensory learning experiences are planned and/or documented weekly to reflect different senses ✓ Two or more science and nature learning experiences planned and/or documented weekly ✓ Science and Nature learning experiences planned and/or documented daily



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
6 ART Score 1 2 3 4 5	No equipment for art learning experiences No materials for art learning experiences	Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use Three or more art materials include diverse skin tones	Two or more art learning experiences planned and/or documented daily Three or more art mediums are used in planned/or documented learning experiences



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
7 LANGUAGE AND LITERACY Score 1 2 3 4 5	Books are not accessible for independent use Books for rotation are not available Staff do not read to children daily Staff do not verbally label objects and actions Area does not include soft seating and/or cushions for sitting Less than two language and literacy toys or puzzles are accessible Less than three books contain real images of people and/or objects	 ✓ Two or more developmentally-appropriate books for each child enrolled are accessible ✓ Three or more books which include diverse people/cultures are accessible ✓ Language and literacy opportunities are integrated into one other area ✓ Two or more book accessories are accessible in the room ✓ Children have exposure to different languages ✓ Two or more books which include people with disabilities are accessible 	 ✓ Homemade books are accessible Three or more books which include people with disabilities are accessible ✓ Toy bins and shelves are labelled with words and pictures ✓ Books are incorporated into three or more other learning areas



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
8 MUSIC AND ACCESSORIES Score 1 2 3 4 5	Music is not appropriate for the age group Staff do not sing to children daily N/A Audio playlists are not available Musical instruments are not in good condition Radio is played when children are present	Three or more different types of music are available to be played to children Three or more different types of musical instruments are accessible to children	 ✓ Two or more music and movement learning experiences are planned and/or documented weekly ✓ Staff sing/play songs from different cultures ✓ Props are used to enhance music experiences



Room ID

3260 Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
9 PHYSICAL PLAY LEARNING EXPERIENCES	No planned and/or documented physical play learning experiences Staff are not engaged in planned and/or documented physical play learning experiences with the children No designated safe space for indoor physical play	Physical play learning experiences are planned and/or documented for both the morning and afternoon Developmentally appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon Two or more types of gross motor equipment are accessible to children in the room
Score 1 2 3 4 5			



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
10 COGNITIVE & MANIPULATIVE AND BLOCK & CONSTRUCTION Score 1 2 3 4 5	Cognitive and manipulative materials are not accessible Blocks and construction materials are not accessible Blocks and construction accessories are not accessible Materials are not available for rotation	 ✓ Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible ✓ Three or more developmentally-appropriate blocks and construction materials are accessible ✓ Three or more developmentally-appropriate block and contruction accessories are accessible ✓ Two complete toys for each child enrolled are accessible 	 One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts Blocks and construction materials include three or more textures Two or more block and construction learning experiences are planned and/or



Room ID

3260 Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Insufficient accessories and equipment for the number of children enrolled Accessories and equipment are in poor condition Accessories and equipment are not developmentally appropriate	Pretend play area includes real items that are developmentally appropriate Mirror is accessible in the pretend play area Accessories and equipment reflect cultural diversity Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	Three or more accessories are culturally diverse Child's full body-length mirror is accessible in the room



Room ID

3260 Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
12 ROUTINE CARE PRACTICES Score	A daily information chart is not completed for each child Daily information chart is not reviewed with parent/guardian Children's individual schedules are not available Staff repeatedly are not following children's physical cues		 ✓ Daily Information Chart is available to be taken home ✓ Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development ✓ Children's individual schedules are followed by staff
1 2 3 4 5			



Room ID

3260 Assessment: TODDLER

Toronto Children's Services Assessment for Quality Improvement 2019

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



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Individual children's needs are not met during meal and/or snack times Children do not sit in small groups No conversations and/or interactions occur during meals and/or snack times Food is not served on dishes or napkins Food is used as a reward or punishment	time for socialization and conversation Equipment required for seating is appropriate for the size, ability and	Food preparation area in the room is not used for other uses Staff use meal and/or snack time as opportunities for enhanced language learning Children are encouraged to serve themselves



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Extra bedding is not available Cots in poor condition Cot set-up interferes with the program	 ✓ Sheets are changed once a week, or sooner if needed ✓ Cots are disinfected weekly ✓ Resting environment includes soft music and dimmed lighting ✓ Cots are designated 	Areas above cots are free of storage Cots are not used for storage



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
16 HEALTH AND SAFETY TOYS	Schedule for toy washing does not meet Regional Public Health guidelines	Health-related resources are accessible to families	Safety-related resources are accessible to families
AND PLAY EQUIPMENT WASHING	No schedule for toy washing	Toys and play equipment washing schedule is signed and/or initialled and dated by staff	N/A Transitional toys used prior to mealand/or snack times are washed after each use
	Playground toys are not washed a minimum of two times a year	All areas are safe	Safety/health resources are accessible to
	First aid kit is not available in the room	Toys and play equipment are washed as they become soiled	families in their preferred language
	All areas are not kept in a state of good repair	Floor space with suitable floor coverings is available	
	All areas are not maintained in a hygienic condition	Safe storage space available for equipment/toys and materials	
	Play equipment, toys and materials are disorganized		
Score			
1 2 3 4 5			



Room ID

3260 Assessment: TODDLER

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



Room ID

3260 Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
18 TRANSITIONS AND ATTENDANCE VERIFICATION Score 1 2 3 4 5	Staff are not the recorders of the children's arrival and departure times Children's arrival and departure times are not recorded on the Main Attendance Record Positive interactions do not occur between staff and children during transitions Extended waiting during transitions Staff do not prepare children prior to transitions	 ✓ Arrival and departure times are completed in pen ✓ Transitions are conducted in a smooth and seamless manner ✓ Attendance is verbally verified after staff transitions ✓ Portable attendance travels with each group ✓ Small groups of children who have left the room are reflected on the Main Attendance Record 	 ✓ Written verification of attendance after each staff change ✓ Transition play materials are available



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
19 POSITIVE ATMOSPHERE S W	Staff shout at children Staff use sarcasm, mocking or harsh	Staff maintain a positive tone of voice Staff are patient Staff direct positive attention to all children	 ✓ Staff model positive non-verbal communication skills ✓ Staff use teachable moments to further develop positive social behaviours ✓ Staff display empathy



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Staff unaware of the number of children in the room Staff unaware of the location of the children Staff repeatedly unable to balance supervision with interactions Staff repeatedly position themselves with their back to the children	Staff work as a team to position themselves so all children are supervised Staff anticipate situations to support children's interactions and activities Staff scan the room at all times	 ✓ Staff communicate with each other about the location of children ✓ Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision ✓ Supervision is conducted in a non-disruptive manner



Room ID

3260

Assessment: TODDLER

1 or 2 21 FOSTER CHILDREN'S INDEPENDENCE □ Staff repeatedly do not allow children to make their own decisions Staff repeatedly do not encourage developmentally-appropriate self-help skills □ Staff repeatedly do not encourage developmentally-appropriate self-help skills		Does Not Meet Expectation	Meet Expectation	Exceed Expectation
21 FOSTER CHILDREN'S INDEPENDENCE children to complete tasks Staff repeatedly do not allow children to make their own decisions Staff repeatedly do not encourage developmentally-appropriate self-help Staff consistently follow the children's cues Staff consistently follow the children's cues Staff consistently follow the children's cues Staff respond to children's or enhancing self-help skills through play		1 or 2	3	4 or 5
Score 1 2 3 4 5	Score	Staff repeatedly do not provide time for children to complete tasks Staff repeatedly do not allow children to make their own decisions Staff repeatedly do not encourage developmentally-appropriate self-help	Staff consistently follow the children's	Children are provided with choices within their interests Staff respond to children's interests



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
22 SUPPORTING THE DEVELOPMENT OF SELF-ESTEEM Score 1 2 3 4 5	Staff do not demonstrate inclusive practice Staff repeatedly give too many directions for a child to follow successfully Staff repeatedly do not acknowledge children's emotions appropriately Staff repeatedly do not focus encouragement on how the tasks are completed	Staff demonstrate encouragement Staff role-model how to accomplish tasks Staff address children by their real name	Staff assist children to process their own emotions Staff encourage children to identify the emotions of others



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3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Staff are physically abrupt with children Staff repeatedly do not explain consequences in an calm manner Staff repeatedly do not reinforce positive behaviour Staff repeatedly do not follow through with strategies	Staff use appropriate behaviour guidance strategies Staff use developmentally-appropriate redirection strategies	 ✓ Staff respond to all children involved in an incident, to resolve the issue in a calm manner ✓ Staff model turn taking/sharing ✓ Staff adapt expectations based on the individual needs of the children



Room ID

3260

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
24 SUPPORTING COMMUNICATION AND EXTENDING CHILDREN'S LEARNING	Staff repeatedly solve the children's problems immediately Staff repeatedly miss opportunities to build children's knowledge Staff repeatedly do not support children to follow through with strategies	Staff support the children's learning Staff extend verbal/non-verbal interactions with materials Staff are observed participating in play	Staff recall past experience to extend current learning opportunities Staff extend children's vocabulary
Score 1 2 3 4 5			



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
1 DAILY AND VISUAL SCHEDULES Score 1 2 3 4 5	Daily Schedule is not posted Daily Schedule does not balances between structure and flexibility Visual Schedule is not accessible	A Daily Schedule is posted that indicates time is planned for: ✓ Outdoor play ✓ Indoor play ✓ Child and Staff initiated learning experiences ✓ Time to meet children's physical needs ✓ Photographs in Visual Schedule include children in the program	Alternate arrangements are indicated on the Daily Schedule Daily Schedule is seasonally adjusted Visual Schedule is referred to Daily Visual Schedule is referred to



Room ID

4888

Assessment: TODDLER

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



Room ID

4888

Assessment: TODDLER

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



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
4 DISPLAYS Score 1 2 3 4 5	Less than two displays include cultures/races More than half of the children's art work is product oriented, not process oriented Less than three displays include children's own artwork and as well as adult-made and/or commercial materials Displays are not: Reflective of children's recent activities Developmentally-appropriate Culturally-appropriate and free of bias Displays are not at child's eye level, as much as possible Displays are arranged in a segregated manner	 ✓ Displays include children in the room participating in learning experiences ✓ Two or more displays include people with disabilities ✓ Displays promote inclusion in daily living 	Two or more displays are in more than one language



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
5 SENSORY, SCIENCE & NATURE Score 1 2 3 4 5	No materials for science and nature learning experiences No materials for sensory learning experiences Sensory opportunities are not available throughout the day	Permanent sensory equipment is accessible to children in the play environment Three or more developmentally-appropriate science and/or nature equipment and/or materials are accessible Opportunities to experience natural objects and/or events	 ✓ Two or more planned and/or documented sensory learning experiences occur daily ✓ Sensory learning experiences are planned and/or documented weekly to reflect different senses ✓ Two or more science and nature learning experiences planned and/or documented weekly ✓ Science and Nature learning experiences planned and/or documented daily



Room ID

4888

Assessment: TODDLER

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



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
7 LANGUAGE AND LITERACY Score 1 2 3 4 5	Books are not accessible for independent use Books for rotation are not available Staff do not read to children daily Staff do not verbally label objects and actions Area does not include soft seating and/or cushions for sitting Less than two language and literacy toys or puzzles are accessible Less than three books contain real images of people and/or objects	 ▼ Two or more developmentally-appropriate books for each child enrolled are accessible ✓ Three or more books which include diverse people/cultures are accessible ✓ Language and literacy opportunities are integrated into one other area ✓ Two or more book accessories are accessible in the room ✓ Children have exposure to different languages ✓ Two or more books which include people with disabilities are accessible 	 ✓ Homemade books are accessible ✓ Three or more books which include people with disabilities are accessible ✓ Toy bins and shelves are labelled with words and pictures ✓ Books are incorporated into three or more other learning areas



Room ID

Assessment: TODDLER

4888

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Music is not appropriate for the age group Staff do not sing to children daily Audio playlists are not available Musical instruments are not in good condition Radio is played when children are present	Three or more different types of music are available to be played to children Three or more different types of musical instruments are accessible to children	Two or more music and movement learning experiences are planned and/or documented weekly Staff sing/play songs from different cultures Props are used to enhance music experiences



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
9 PHYSICAL PLAY LEARNING EXPERIENCES Score 1 2 3 4 5	No planned and/or documented physical play learning experiences Staff are not engaged in planned and/or documented physical play learning experiences with the children No designated safe space for indoor physical play	Physical play learning experiences are planned and/or documented for both the morning and afternoon Developmentally appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate	Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon Two or more types of gross motor equipment are accessible to children in the room



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
10 COGNITIVE & MANIPULATIVE AND BLOCK & CONSTRUCTION Score 1 2 3 4 5	Cognitive and manipulative materials are not accessible Blocks and construction materials are not accessible Blocks and construction accessories are not accessible Materials are not available for rotation	Three or more developmentally-appropriate blocks and construction	 One planned and/or documented cause and effect learning experience offered weekly One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts Blocks and construction materials include three or more textures Two or more block and construction learning experiences are planned and/or documented weekly



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Insufficient accessories and equipment for the number of children enrolled Accessories and equipment are in poor condition Accessories and equipment are not developmentally appropriate	Pretend play area includes real items that are developmentally appropriate Mirror is accessible in the pretend play area Accessories and equipment reflect cultural diversity Accessories and equipment encourage three or more role-playing possibilities that reflect the program plan focus	Three or more accessories are culturally diverse Child's full body-length mirror is accessible in the room



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	A daily information chart is not completed for each child Daily information chart is not reviewed with parent/guardian Children's individual schedules are not available Staff repeatedly are not following children's physical cues	Evidence of documentation of each child's interactions and/or learning experiences during the day Staff are following children's physical cues	 ✓ Daily Information Chart is available to be taken home ✓ Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development ✓ Children's individual schedules are followed by staff



Room ID

4888 Assessment: TODDLER

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



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Individual children's needs are not met during meal and/or snack times Children do not sit in small groups No conversations and/or interactions occur during meals and/or snack times Food is not served on dishes or napkins Food is used as a reward or punishment	Meal and/or snack times are viewed as a time for socialization and conversation Equipment required for seating is appropriate for the size, ability and developmental level of the children Adult seating is accessible Staff serve food while sitting with children during meal and/or snack times	Food preparation area in the room is not used for other uses Staff use meal and/or snack time as opportunities for enhanced language learning Children are encouraged to serve themselves



Room ID

4888

Assessment: TODDLER

15 COTS AND BEDDING Extra bedding is not available Cots in poor condition Cot set-up interferes with the program Cots are designated Cots are d		Does Not Meet Expectation	Meet Expectation	Exceed Expectation
Cots are disinfected weekly Resting environment includes soft music and dimmed lighting		1 or 2	3	4 or 5
Score 1 2 3 4 5	Score	Extra bedding is not available Cots in poor condition	 Sheets are changed once a week, or sooner if needed Cots are disinfected weekly Resting environment includes soft music and dimmed lighting 	Areas above cots are free of storage



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
16 HEALTH AND SAFETY TOYS	Schedule for toy washing does not meet Regional Public Health guidelines	Health-related resources are accessible to families	Safety-related resources are accessible to families
AND PLAY EQUIPMENT WASHING	No schedule for toy washing	Toys and play equipment washing schedule is signed and/or initialled and dated by staff	N/A Transitional toys used prior to mealand/or snack times are washed after each use
	Playground toys are not washed a minimum of two times a year	All areas are safe	Safety/health resources are accessible to
	First aid kit is not available in the room	Toys and play equipment are washed as they become soiled	families in their preferred language
	All areas are not kept in a state of good repair	Floor space with suitable floor coverings is available	
	All areas are not maintained in a hygienic condition	Safe storage space available for equipment/toys and materials	
	Play equipment, toys and materials are disorganized		
Score			
1 2 3 4 5			



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
17 STAFF AND CHILDREN'S HAND HYGIENE Score 1 2 3 4 5	Current Regional Public Health hand	Current Regional Public Health hand- sanitizing procedures are not posted Evidence Supervisor reviews hand washing expectations with staff	A sink is accessible in the room Child-sized sink is accessible in the room Real photos are used for visual hand washing procedure



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
18 TRANSITIONS AND ATTENDANCE VERIFICATION Score 1 2 3 4 5	Staff are not the recorders of the children's arrival and departure times Children's arrival and departure times are not recorded on the Main Attendance Record Positive interactions do not occur between staff and children during transitions Extended waiting during transitions Staff do not prepare children prior to transitions	 ✓ Arrival and departure times are completed in pen ✓ Transitions are conducted in a smooth and seamless manner ✓ Attendance is verbally verified after staff transitions ✓ Portable attendance travels with each group ✓ Small groups of children who have left the room are reflected on the Main Attendance Record 	 ✓ Written verification of attendance after each staff change ✓ Transition play materials are available



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
19 POSITIVE ATMOSPHERE S W	Staff shout at children Staff use sarcasm, mocking or harsh	Staff maintain a positive tone of voice Staff are patient Staff direct positive attention to all children	 ✓ Staff model positive non-verbal communication skills ✓ Staff use teachable moments to further develop positive social behaviours ✓ Staff display empathy



Room ID

4888

Assessment: TODDLER

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



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
21 FOSTER CHILDREN'S INDEPENDENCE Score 1 2 3 4 5	Staff repeatedly do not provide time for children to complete tasks Staff repeatedly do not allow children to make their own decisions Staff repeatedly do not encourage developmentally-appropriate self-help skills	Children are provided with choices Staff consistently follow the children's cues	Children are provided with choices within their interests Staff respond to children's interests Staff create opportunities for enhancing self-help skills through play



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
22 SUPPORTING THE DEVELOPMENT OF SELF-ESTEEM Score 1 2 3 4 5	Staff do not demonstrate inclusive practice Staff repeatedly give too many directions for a child to follow successfully Staff repeatedly do not acknowledge children's emotions appropriately Staff repeatedly do not focus encouragement on how the tasks are completed	 ✓ Staff demonstrate encouragement ✓ Staff role-model how to accomplish tasks ✓ Staff address children by their real name 	Staff assist children to process their own emotions Staff encourage children to identify the emotions of others



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
Score 1 2 3 4 5	Staff are physically abrupt with children Staff repeatedly do not explain consequences in an calm manner Staff repeatedly do not reinforce positive behaviour Staff repeatedly do not follow through with strategies	Staff use appropriate behaviour guidance strategies Staff use developmentally-appropriate redirection strategies	 ✓ Staff respond to all children involved in an incident, to resolve the issue in a calm manner ✓ Staff model turn taking/sharing ✓ Staff adapt expectations based on the individual needs of the children



Room ID

4888

Assessment: TODDLER

	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
24 SUPPORTING COMMUNICATION AND EXTENDING CHILDREN'S LEARNING	Staff repeatedly solve the children's problems immediately Staff repeatedly miss opportunities to	 Staff support the children's learning Staff extend verbal/non-verbal interactions with materials Staff are observed participating in play 	Staff recall past experience to extend current learning opportunities Staff extend children's vocabulary
Score 1 2 3 4 5			



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