

Assessment Report

Consultant	NICOLE DE SOUZA	Phone	416-397-7388	Email	ndesouz@toronto.ca
Location ID	1231	Location Name	Childspace Day Care Cor	poration # 2 (690	Carlaw)

Section	Room Id	Room Name	Score	Visit Date	Assessed By
FDK BEFORE AND AFTER	7704	KG THIRD PARTY ROOM	4.73	03-May-2023	PATRICIA GAMARRA
SCHOOL AGE	349	SA (NORTH)	4.73	03-May-2023	PATRICIA GAMARRA
SCHOOL AGE	2907	SA (SOUTH)	4.45	03-May-2023	PATRICIA GAMARRA



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
1 LEARNING EXPERIENCES	 Learning experiences do not promote choice for children Learning experiences offered are not developmentally-appropriate Learning experiences offered do not reflect the current Program Plan and/or documentation 	 A current daily schedule is accessible that reflects instructional and non-instructional days Evidence children are provided with the opportunity to lead learning experiences and/or routines each week There is current documentation which demonstrates that observations of children are used in the development of learning experiences 	 Children are provided with the opportunity to direct the daily schedule Pedagogical documentation is accessible Evidence of extended projects



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
2 PROGRAM PLAN AND/OR DOCUMENTATION		3 Three or more learning experiences are planned and/or documented for instructional days	-
Score 1 2 3 4 5			



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
3 MEDIA LITERACY Score N/A	Information, including the name, length and rating of the TV/Movie, is not documented on the Program Plan and/or documentation TV/Movie usage exceeds 90 minutes per month The use of electronic media is not supervised Time is not always allocated equitably Parents/guardians are not notified of Internet usage Games are not rated "E" for everyone	 TV/Movie content is rated "Family" or "G" Posted guidelines are followed for computer and/or electronic game usage Three or more critical thinking computer and/or electronic games are available Multimedia are used by staff and children to extend topics of interest 	Information is accessible to parent/guardians on safe and effective use of media learning Multimedia is used to enhance learning Projects created by children using multimedia are accessible



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
4 PHYSICAL LITERACY Score 1 2 3 4 5	 There are no physical play learning experiences planned and/or documented daily for inside or outside There is no active play equipment available Active play equipment is in poor condition Staff withhold or use physical play opportunities as a reward or punishment Physical play experiences are not offered daily 	 Staff are observed regularly engaging in physical play with children Three or more types of active play equipment available Sufficient amount of active play equipment for the number of children who want to use it Learning experiences are adapted to ensure all children are able to participate Designated safe indoor space for physical play in case of inclement weather 	 Two or more planned and/or documented physical learning experiences offered daily whether indoors or outside Staff organize games using the equipment available Community recreation resources are accessible to families Physical play, group and/or team game resources are available to staff



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
5 POSITIVE INTERACTIONS AND RELATIONSHIPS	 Staff are harsh, use sarcasm or shout at the children Staff are repeatedly impatient and/or interrupt while others are talking Staff repeatedly do not allow children to make their own choices Staff repeatedly do not follow the children's cues 	 Staff are welcoming and maintain a positive tone of voice Staff direct positive attention to all children Staff provide children time to complete play/tasks at their own pace Staff create opportunities for enhancing self-help skills through play 	 Staff demonstrate flexibility Staff display empathy Children are provided with choices within their interests



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
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6 PROGRAM SPACE AND MATERIALS	 Play equipment, toys and materials are not complete Play equipment, toys and materials are not developmentally-appropriate for the children Insufficient number of play equipment, toys and materials for the number of children enrolled in the program Play equipment, toys and materials are disorganized Play materials are not accessible to children Program materials and spaces present barriers to participation for some children Radio is played when children are present 	 Five or more types of play equipment, toys and materials are accessible to the children Play equipment, toys and materials are adapted to meet the needs of all children Two or more materials reflecting people with disabilities are accessible Two or more materials reflecting diverse people/cultures are accessible Three or more art materials include diverse skin tones 	 ✓ Staff have scheduled time to prepare materials ahead of experiences ✓ The program space incorporates natural elements ✓ The program space is reflective of the children, families and/or the local community ✓ The program space includes an area and/or homework materials for children to complete homework ✓ The program space has access to adequate indoor space intentionally setup to engage children in five or more learning areas
1 2 3 4 5			



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7 WELL-BEING AND HEALTHY SELF-BELIEFS Score 1 2 3 4 5	 Staff repeatedly use terms of endearment or other references to children other than their names Staff repeatedly do not show encouragement Staff repeatedly do not acknowledge children's emotions appropriately 	 Staff demonstrate inclusive practices Staff focus encouragement on how the tasks are completed Staff are positive role-models 	 Staff assist children in processing their own emotions Staff encourage children to recognize the emotions of their peers Well-being resources are accessible to families



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	1 or 2	3	4 or 5
8 MEAL AND/OR SNACK TIMES	Food and/or beverages are used as a reward or punishment	Positive conversations and/or interactions occur during meal and/or snack times	Drinking water is accessible in the program space
	Individual children's needs are not met during meal and/or snack times	Children self-serve all foods	Staff engage with the children to facilitate on-going conversations
	No conversations and/or interactions occur during meal and/or snack times	 Sufficient seating is accessible Children assist with the meal and/or 	Staff create learning opportunities on healthy eating through planned and/or
	Food is not served on dishes or napkins	snack routines	documented learning experiences monthly
Score 1 2 3 4 5			



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
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9 EXTENDING CHILDREN'S LEARNING	 Staff repeatedly miss opportunities to enhance children's knowledge Staff are not engaged with children Staff are not modeling active listening skills 	 Staff are engaged as co-learners with children Staff respond to spontaneous and/or emerging learning opportunities Staff encourage conversation between children 	 Staff recall past experiences to extend current learning opportunities Staff provide spontaneous resources to allow children to follow their own learning path Staff ask open-ended questions to promote inquiry



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
10 PROGRAM SAFETY	There is no schedule for toy and/or equipment washing schedule available	The toy and/or equipment washing schedule follows Regional Public Health procedures	The toy and/or equipment washing schedule identifies categories of toys and play equipment
	All areas used by the program are not kept in a state of good repair	Toys and/or equipment washing schedule is signed and/or initialed and dated by staff	On-site and/or on-call maintenance staff deal with physical plant issues promptly
	All areas used by the program are not maintained in a hygienic condition	All areas used by the program are safe	Health and/or safety- related resources are accessible to families
	Current Regional Public Health hand- washing procedure not posted	Stocked First Aid kit is available at all times	
	Current Regional Public Health hand sanitizing procedure not posted	Current Regional Public Health hand- washing procedure are followed	
		Current Regional Public Health hand sanitizing procedure are followed	
		N/A The sleeping area has a mat designated for each child on non-instructional days	
		N/A Mats and sheets are disinfected and/or changed after every use	
Score 1 2 3 4 5			



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
	1 or 2	3	4 or 5
11 ATTENDANCE VERIFICATION AND TRANSITIONS	 There is no attendance verification system in place Extended waiting during transitions Staff do not monitor the safe transitioning of children during the program Staff do not prepare the children prior to transitions The main attendance is not completed in pen 	 The main attendance captures the arrival and departure of all children in the program The attendance records accurately reflect the number of children in the program N/A Small groups of children who have left the program are reflected on the Main Attendance Record N/A Portable attendance is used when the group is separated Attendance is verbally verified after staff and child transitions Children are consistently transitioned in small groups 	 The main attendance is completed by the staff Written verification of attendance after each children's transitions Written verification of all staff changes



	Does Not Meet Expectation	Meet Expectation	Exceed Expectation
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12 SUPERVISION AND GUIDANCE	Staff unaware of the number of children in the program space	Staff consistently balance supervision with interactions	Supervision is conducted in a non- disruptive manner
	Staff repeatedly position themselves with their back to the children	Staff work as a team to position themselves so all children are supervised	Staff communicate with each other about the location of children
	 Staff do not use appropriate behavior guidance strategies Staff explain consequences in an abrupt manner and/or negative manner 	 Staff consistently follow through with behaviour guidance strategies Staff encourage children to problem solve to resolve peer conflict 	 Children demonstrate awareness of classroom expectations Staff monitor group dynamics to anticipate situations
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 PROGRAM PLAN AND/OR DOCUMENTATION Less than three different types of learning areas are planned and/or documented for throughout the week External agencies/professionals are not consulted to plan appropriately for children's individual support needs Each program group does not have its own Program Plan and/or documentation Each program group does not have its own Program Plan and/or documentation Each program Plan and/or documentation Evidence that children are included in the programming process weekly 		Does Not Meet Expectation	Meet Expectation	Exceed Expectation
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Information, including the name, length and rating of the TV/Movie, is not documented on the Program Plan and/or documentation TV/Movie content is rated "Family" or "G" Information, is accessible to parent/guardians on safe and effective use documentation TV/Movie usage exceeds 90 minutes per month The use of electronic media is not supervised Time is not always allocated equitably There or more critical thinking computer and/or electronic games are available Multimedia is used to enhance learning Multimedia are used by staff and children to extend topics of interest Games are not rated "E" for everyone Multimedia are accessible Information, is accessible to parent/guardians on safe and effective use or more critical thinking computer and/or electronic game usage Projects created by children using multimedia are accessible		Does Not Meet Expectation	Meet Expectation	Exceed Expectation
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	All areas used by the program are not kept in a state of good repair	Toys and/or equipment washing schedule is signed and/or initialed and dated by staff	On-site and/or on-call maintenance staff deal with physical plant issues promptly
	All areas used by the program are not maintained in a hygienic condition	All areas used by the program are safe	Health and/or safety- related resources are accessible to families
	Current Regional Public Health hand- washing procedure not posted	Stocked First Aid kit is available at all times	
	Current Regional Public Health hand sanitizing procedure not posted	Current Regional Public Health hand- washing procedure are followed	
		Current Regional Public Health hand sanitizing procedure are followed	
		N/A The sleeping area has a mat designated for each child on non-instructional days	
		N/A Mats and sheets are disinfected and/or changed after every use	
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	Staff repeatedly position themselves with their back to the children	N/A Staff work as a team to position themselves so all children are supervised	N/A Staff communicate with each other about the location of children
	Staff do not use appropriate behavior guidance strategies	Staff consistently follow through with	Children demonstrate awareness of classroom expectations
	Staff explain consequences in an abrupt manner and/or negative manner	 behaviour guidance strategies Staff encourage children to problem solve to resolve peer conflict 	Staff monitor group dynamics to anticipate situations
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2 PROGRAM PLAN AND/OR DOCUMENTATION	 A current Program Plan and/or documentation is not accessible Less than three different types of learning 	 Three or more learning experiences are planned and/or documented for instructional days N/A Five or more learning experiences are 	The Program Plan and/or documentation is reviewed, signed and dated by supervisors
	areas are planned and/or documented for throughout the week	N/A Five or more learning experiences are planned and/or documented for non- instructional days	 Evidence of formal programming time is given to staff Evidence children are offered the
	External agencies/professionals are not consulted to plan appropriately for children's individual support needs	Current Program Plan and/or Documentation includes daily descriptions of the learning opportunities	opportunity to participate in specialized interest groups at least monthly
	Each program group does not have its own Program Plan and/or documentation	Evidence that children are included in the programming process weekly	Evidence staff integrate content reflective of the communities, cultures and celebrations at least monthly
			Evidence staff integrate science concepts into learning experiences weekly
Score 1 2 3 4 5			



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6 PROGRAM SPACE AND MATERIALS	 1 or 2 Play equipment, toys and materials are not complete Play equipment, toys and materials are not developmentally-appropriate for the children Insufficient number of play equipment, 	 Five or more types of play equipment, toys and materials are accessible to the children Play equipment, toys and materials are adapted to meet the needs of all children Two or more materials reflecting people with disabilities are accessible Two or more materials reflecting diverse people/cultures are accessible Three or more art materials include diverse skin tones Fabric, collage, modeling materials are accessible for independent use 	-
Score 1 2 3 4 5	present	The program space has access to adequate indoor space intentionally set- up to engage children in three or more learning areas	



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Visit Id	Visit Date	Assessed By	Comment
116472	03-May-2023	PATRICIA GAMARRA	Thank you for todays visit. If you have any questions please feel free to reach out.