

I. LEARNING ENVIRONMENT

Circle one indicator level for this item based on the scoring rules on page ix.

I-C. The care space has equipment arranged in areas for play and movement.

1 2 3 4 5

Check here if not observed or reported.

Level 1 Indicators

Row 1 There is no or very limited floor space for children's play and movement.

Examples:

- Caregivers must leave room to get materials, or space is overcrowded and cluttered due to all materials being stored in room.
- Infants are confined in seats and get no floor time.
- Toddlers run into equipment or each other.

Level 3 Indicators

Some space is available for play.

Examples:

- There is enough space for most children to play on the floor at the same time.
- There is some storage for adults' materials in room.
- In a mixed-age room, there is a separate space for infants to lie on the floor safe from mobile children.
- A limited number of toddlers are allowed in each area, and children have to wait until there is space available before moving into that area.

Level 5 Indicators

Space for play is plentiful and organized to suit the mobility of children in the group, at least 50 square feet per child.

Examples:

- There is enough space for all children to play on the floor at the same time.
- There is space for all children to roll, sit, scoot, crawl, cruise, walk, ride, rock, climb, jump, and run.
- There is adequate storage for adults' materials in room.
- There is enough space for children with disabilities to move with assistive devices.
- Toddlers can choose where to play, and there are no limits on how many can be in each area.

Supporting Evidence/Anecdotes

Note: Estimate square footage by walking the width and length of the room, computing the area, and dividing by the number of children in the room for the day ($W \times L \div \# \text{ of children} = \text{sq. ft. per child}$).

$19 \times 29 = 551 \div 8 = 68.875$ sq. ft per child
 one teacher cabinet for storage
 horse cart, a little smelly; children
 fit well doesn't allow for teacher engagement
 all more than 2 or 3 children

Row 2 There are no soft places for children to snuggle against.

Examples:

- No designated play areas.
- All hard floors; no carpet or area rugs.
- Hard or plastic seating.

There are some soft places for children to snuggle against.

Examples:

- A beanbag chair in book area with a few pillows, rocker.
- Rugs in book area; pillows to sit on in house area.
- Carpet throughout space except eating space.

There are soft places throughout the care space for children to snuggle against.

Examples:

- Mattress and/or beanbag chairs to sit and crawl on.
- Couch or love seat; adult- and/or child-sized cushioned rocker; hammock.
- Carpeted riser to sit on or crawl on.
- Carpet and/or rugs for children to crawl on.
- Cozy nooks with pillows or beanbag chairs.
- Loft with carpet on it and soft space underneath.
- Child-sized couch/chair in house area.
- Large cardboard box on carpet or rug with pillows/blankets on it.

Note: This row refers to soft places that children can go to and snuggle, not materials to play with. Item I-D, Row 5, refers to soft materials to play with.

- 2 large soft pillows
 - 5 small soft pillows
 - 2 classroom carpets

Yang toddlers - 18 months - 2 yrs.

I. LEARNING ENVIRONMENT

I-C. (continued)

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<p>Row 3 <input type="checkbox"/> There are no materials or equipment in the room for these activities:</p> <ul style="list-style-type: none"> • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (no balls are provided) <p>Examples:</p> <ul style="list-style-type: none"> - Infants are confined in seats. - Toddlers sit at tables most of the day or play with a few plastic materials available on the shelves. 	<p><input checked="" type="checkbox"/> There are materials and equipment in the room for some of these activities:</p> <ul style="list-style-type: none"> • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) <p>Examples:</p> <ul style="list-style-type: none"> - A few plastic Tonka trucks. - Two small knitted balls in a tub for children to use. - No rocking materials. - Some balls. - Children crawling on blocks and jumping off of them. 	<p><input type="checkbox"/> There are materials and equipment in the room for all of these activities:</p> <ul style="list-style-type: none"> • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) <p>Examples:</p> <ul style="list-style-type: none"> - The space has push toys, riding toys, toys on wheels with string, an adult- or child-sized rocking chair, a wooden boat; and structures such as a loft, tunnel, large box, climbers, stairs, and vinyl foam cushions. - A gross-motor room or hallway is available with the types of materials listed in previous example. - Teachers lay blankets over the tables for children to crawl under. 	<p>- 100 eye cars to roll around</p> <p>- balls for tossing and rolling</p> <p>- no "push/pull toys"</p> <p>- no riding toys</p> <p>- classroom tunnel that the children can crawl through</p>
<p>Row 4 <input type="checkbox"/> No equipment or materials for climbing are available to children.</p> <p>Examples:</p> <ul style="list-style-type: none"> - There is no climbing equipment indoors or outside, and there is no gross-motor room. - Children climb on shelves/furnishings. 	<p><input checked="" type="checkbox"/> Children have access to a set of stairs or other material or piece of equipment for climbing during some parts of the day.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Stairs/rocking boat that children crawl/walk on during some parts of the day. - Stairs to changing table. - Child-accessible stairs leading to playground. - Climbing equipment available only on playground at outside time. 	<p><input type="checkbox"/> Children have access to indoor equipment or materials for climbing throughout the day.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Stairs, steps, climbers, ramps, lofts, benches, large vinyl foam cushions, mattress, couch, pillows. - Climbing equipment available in gross-motor room. - Carpeted riser, dowel wall climber, stairs to changing table. - Climbing equipment available outdoors in addition to what is indoors. 	<p>- stepper for the table children's sink</p> <p>- steps for the diaper changing table</p> <p>- no other climbing/stepping materials</p> <p>- stepping stones</p>

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I-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> There are no organized spaces for the following types of play: sand, water, book, art, block, house, and small toy.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Materials and equipment placed at random around the room. - No sand or water available. - In mixed-age groups, all children together, with no safe place for infants to be on the floor. 	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Only organized block and house areas. - Water table used once or twice a week. - Sand available outside. - In mixed-age rooms, a separate space for nonmobile children. - Limited areas, such as separate spaces only for toys and books, vinyl blocks; other spaces that have unrelated materials stored together. - Art materials always brought out, instead of being available on shelves. - Only dolls to pretend with, no dress-up clothes. 	<p>In mixed-age and toddler rooms</p> <p><input checked="" type="checkbox"/> There are well-organized spaces for distinct kinds of play, including sand, water, book, art, block, house, and small toy areas.</p> <p>Examples:</p> <ul style="list-style-type: none"> - In toddler rooms the sand and water area is used daily. - In mixed-age rooms, there is a separate space for nonmobile infants. - Sometimes nonmobile children participate with and/or watch mobile children in a safe place, such as a caregiver's arms or a space inside of a barrier that protects them from being stepped on. - Mixed-age rooms may have combined areas, such as an area for blocks and toys. - Blocks may include vinyl, cardboard, and small wooden unit blocks. 	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <p><i>Every area labeled</i></p> <ul style="list-style-type: none"> - house area - block area - book area - toy area - art/science area

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I-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> Areas are not labeled or labels are not easily understood by children.</p> <p>Examples:</p> <ul style="list-style-type: none">- Labels with words only, no pictures.- Adult-oriented area names such as "manipulatives," "discovery table," "dramatic play," "science," "sensory table," "library."- Labels up high, not at children's physical level.	<p>In mixed-age and toddler rooms</p> <p><input type="checkbox"/> Some areas are labeled and/or some labels are not easily understood by children.</p> <p>Examples:</p> <ul style="list-style-type: none">- Block and house areas labeled.- Area labels not easily seen with all the other items on the wall.- Area labels up high, not at children's physical level.- Areas labeled "block play," "drama," "table toys," and "library."	<p>In mixed-age and toddler rooms</p> <p><input checked="" type="checkbox"/> Areas are labeled at children's physical level with simple, easily understood symbols and names.</p> <p>Examples:</p> <ul style="list-style-type: none">- Labels for the house, block, art, book, toy, and sand and water areas consist of a photo or a simple symbol for the area, such as a block for the block area, a paintbrush for the art area.- Area labels are low and clearly visible to children and adults.	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <p><i>see notes for row 5</i> <i>- large sign w/ name of area and simple picture</i></p>