

Infant-Toddler Program Quality Assessment (PQA)
Form A: Observation Items
SUMMARY SHEET

Caregiver's Name Shaneya A.
Rater's Name Jamelah Newton

Program Name Neighborhood House Ass.
Date of Assessment 1/24/24

Enter the numerical level (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page ix. If an item was not rated, enter "NR."

I. LEARNING ENVIRONMENT

- A. Safe and healthy environment
- B. Spaces for sleeping, eating, and bodily care
- 4** C. Spaces for play and movement
- D. Accessible sensory materials
- E. Children's photos, creations
- F. Accessible, safe, outdoor space

III. ADULT-CHILD INTERACTION

- A. Long-term adult-child relationships
- B. Child-adult trust
- C. Child-adult partnerships
- D. Children's intentions
- E. Children's social relationships
- F. Children's conflict resolution

NUMBER OF CLASSROOM ITEMS NOT RATED
(Number of items marked "NR")

NUMBER OF CLASSROOM ITEMS RATED
(25 minus the number not rated)

TOTAL CLASSROOM SCORE
(Sum of scores on rated items)

AVERAGE CLASSROOM SCORE
(Total score ÷ Number of items rated)

II. SCHEDULES AND ROUTINES

- A. Flexible, predictable schedule
- B. Comfortable arrivals/departures
- C. Child-initiated choice times
- D. Bodily care choices
- E. Smooth transitions
- F. Child-centered feedings/meals
- G. Fluid, dynamic group times
- H. Nature-based outside times
- I. Individualized naptimes

IV. CURRICULUM PLANNING AND CHILD OBSERVATION

- A. Comprehensive curriculum
- B. Child observations and planning
- C. Assessing developmental progress
- D. Individualized planning by caregivers

I. LEARNING ENVIRONMENT

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

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

1 2 3 4 5

☐ Check here if not observed or reported.

Level 1 Indicators		Level 3 Indicators		Level 5 Indicators		Supporting Evidence/Anecdotes
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.	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.	

I. LEARNING ENVIRONMENT

I-C. (continued)

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3 ☐ There are no materials or equipment in the room for these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (no balls are provided) Examples: - Infants are confined in seats. - Toddlers sit at tables most of the day or play with a few plastic materials available on the shelves.	☒ There are materials and equipment in the room for some of these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) Examples: ✓ 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.	☐ There are materials and equipment in the room for all of these activities: • Pushing and pulling • Rocking on • Riding • Jumping off of • Getting inside of • Tossing or rolling (balls are available) Examples: ✓ 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.	
Row 4 ☐ No equipment or materials for climbing are available to children. Examples: - There is no climbing equipment indoors or outside, and there is no gross-motor room. - Children climb on shelves/furnishings.	☐ Children have access to a set of stairs or other material or piece of equipment for climbing during some parts of the day. Examples: - 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.	☒ Children have access to indoor equipment or materials for climbing throughout the day. Examples: ✓ 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.	Supporting Evidence/Anecdotes Adult Rocking chair lg box climber stairs to changing table vinyl foam cushions Soft Climber mattress couch stairs to changing table

I. LEARNING ENVIRONMENT

I-C. (continued)

Supporting Evidence/Anecdotes

Row 5	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
	In mixed-age and toddler rooms ☐ There are no organized spaces for the following types of play: sand, water, book, art, block, house, and small toy. Examples: - 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.	In mixed-age and toddler rooms ☐ There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy. Examples: - 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.	In mixed-age and toddler rooms ☐ There are well-organized spaces for distinct kinds of play, including sand, water, book, art, block, house, and small toy areas. Examples: - 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.	☒ Mark "N/A" if it is an infant-only room. N/A

continued on next page ↓

I. LEARNING ENVIRONMENT

I-C. (continued)

Row 6	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
	In mixed-age and toddler rooms	In mixed-age and toddler rooms	In mixed-age and toddler rooms	
	☐ Areas are not labeled or labels are not easily understood by children. Examples: - 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.	☐ Some areas are labeled and/or some labels are not easily understood by children. Examples: - 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."	☐ Areas are labeled at children's physical level with simple, easily understood symbols and names. Examples: - 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.	Mark "N/A" if it is an infant-only room. N/A