

I. LEARNING ENVIRONMENT

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

I-F. Outdoor play space is safe and accessible, and has adequate space, equipment, and materials for various types of play.

1 **2** **3** **4** **5**
 Check here if not observed or reported.

Note: Where extreme weather conditions or safety considerations prevent the regular use of the outdoor play space, a large and open indoor space, such as a gross-motor room, may be used as a substitute.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There is no outdoor play area. Examples: <ul style="list-style-type: none"> - No place for children to use their gross-motor skills. - No substitute gross-motor room [as described in note above]. 	<input type="checkbox"/> There is an outdoor play area nearby. Examples: <ul style="list-style-type: none"> - Children walk or are pushed in strollers to local playground. - Program provides a covered outdoor porch. - There is a gross-motor room [as described in note above] with some portable materials such as balls, push toys, riding toys. 	<input type="checkbox"/> The outdoor play area is easily accessible from the indoor play and care space. Examples: <ul style="list-style-type: none"> - Door of the room with children opens onto playground. - Children walk or infants are carried down hallway to playground. - There is a gross-motor room [as described in note above] with things to climb on, such as lofts and climbers; and portable materials such as balls, riding toys, bubbles, cars, push and pull toys, a parachute, a rocking horse, and a boat. 	<p>Notes: (a) If level 1 is checked, score a 1 and leave the remaining rows blank. (b) If weather prevents children and caregivers from going outside, check "not observed or reported," above.</p>
Row 2	<input type="checkbox"/> The outdoor play area provides limited space: less than 50 square feet per child. Example: <ul style="list-style-type: none"> - Play area is a strip of grass alongside of building. 	<input type="checkbox"/> The outdoor play area provides some space, between 51 and 99 square feet per child. Examples: <ul style="list-style-type: none"> - Space is overcrowded with equipment and materials. - Children are bumping into one another. - Materials are placed anywhere on the playground. - A child on a scooter propels himself in front of the climber. 	<input type="checkbox"/> The outdoor play area provides plentiful space for children to explore and move freely, at least 100 square feet per child. The playground is divided into distinct play areas. Examples: <ul style="list-style-type: none"> - Separate areas for riding/moving toys, sand and water play, climbing, swings. - An area where infants can lie on blankets, safe from mobile children. - Ample space for children with disabilities to move around the playground without problems. 	<p>Notes: (a) Estimate square footage by walking the width and length of the playground, computing the area, and dividing by the number of children outside for the day ($W \times L \div \#$ of children = sq. ft. per child). (b) If level 1 is checked, score a 1 and leave all remaining rows blank.</p>

I. LEARNING ENVIRONMENT

I-F. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><input type="checkbox"/> There are no or inadequate barriers to separate children from traffic, passersby, and/or older children.</p> <p>Examples:</p> <ul style="list-style-type: none">- No fencing.- Low fences.	<p><input type="checkbox"/> Adequate barriers separate children from traffic, passersby, and/or older children.</p> <p>Example:</p> <ul style="list-style-type: none">- Regular-height chainlink fence with privacy slats.	<p><input type="checkbox"/> The outdoor play area is enclosed and visually screened from traffic.</p> <p>Examples:</p> <ul style="list-style-type: none">- A high wooden or vinyl fence blocks out the view of traffic and/or pedestrians.- Playground is enclosed by buildings which block the view; for example, it may be a space in the middle of a campus or alongside of a building.	
Row 4	<p><input type="checkbox"/> The outdoor play area/equipment is unsafe.</p> <p>Examples:</p> <ul style="list-style-type: none">- Equipment is in poor condition and/or dangerous for this age group.- Hazardous items on the ground are not removed regularly.- There are unlocked fences or gates.- Portable materials are not safe for young children.- All age groups use the same playground and equipment.- Playground surface is too hot for crawling infants and playing toddlers.	<p><input type="checkbox"/> The outdoor play area is safe.</p> <p>Examples:</p> <ul style="list-style-type: none">- Equipment and surfaces are occasionally checked for hazards and hazardous items.- Playground equipment is designed for preschool children but used by toddlers.- Infants are separated from toddlers, but toddlers and preschoolers use same playground.	<p><input type="checkbox"/> The outdoor play area is designed for infants and toddlers and is safe and well maintained.</p> <p>Examples:</p> <ul style="list-style-type: none">- Equipment is checked regularly for hazards.- Play area is checked daily for hazardous items such as bottles, cans, dead animals, trash.- Fences/gates are locked.- Portable materials are safe for infants and toddlers and are checked daily.- Infants and toddlers are separated and have age-appropriate equipment.	<p>CQ: How is your outdoor space maintained? How often is it checked for hazards?</p>

I. LEARNING ENVIRONMENT

I-F. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<input type="checkbox"/> There are no outdoor play materials or equipment for children.	<input type="checkbox"/> The space, equipment, and materials in the outdoor play area allow for some types of outdoor play. Examples: <ul style="list-style-type: none"> – Space, equipment, and materials for running, swinging, rolling/kicking balls, using push and pull toys. 	<input type="checkbox"/> The outdoor play area includes both portable and stationary equipment and materials for various types of play. Examples: <ul style="list-style-type: none"> – Portable equipment: push and pull toys, balls, bubbles, tricycles and other riding toys, a rocking horse, movable tunnel. – Stationary equipment and materials: sand and water, swings, slides, climbing structures, tunnels. – Equipment for children with disabilities. 	
Row 6	<input type="checkbox"/> There are no impact-absorbing surfaces. Example: <ul style="list-style-type: none"> – There is grass and/or cement under swings, slide, and climber. 	<input type="checkbox"/> There are some impact-absorbing surfaces.	<input type="checkbox"/> There are impact-absorbing surfaces under swings, slides, and climbers. Example: <ul style="list-style-type: none"> – Fine or coarse sand, rubber mats, wood mulch. 	<input type="checkbox"/> Mark “N/A” if there are no swings, climbers, or other large equipment on playground.
Row 7	<input type="checkbox"/> There is no grass.	<input type="checkbox"/> Grassy spaces are too small and/or poorly maintained. Example: <ul style="list-style-type: none"> – Overgrown grass, weeds. 	<input type="checkbox"/> Grassy areas are well maintained for lying down, rolling, crawling, walking, and running.	
Row 8	<input type="checkbox"/> There is no shade. Examples: <ul style="list-style-type: none"> – Building structure offers shade only at times when children are not outside. – Surfaces get too hot for crawling children. 	<input type="checkbox"/> Play structures and/or umbrellas provide some shade. Examples: <ul style="list-style-type: none"> – Building structure offers shade during morning but not afternoon outside times. – Sometimes awning is pulled out to shade the surface to keep it from getting hot. 	<input type="checkbox"/> Trees, shrubs, porches, and/or awnings provide adequate shade. Examples: <ul style="list-style-type: none"> – Building structure offers shade during all outside times. – Awning is pulled out all the time to provide extra shading for surfaces that get hot. 	

II. SCHEDULES AND ROUTINES

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

II-H. Outside times provide nature-based sensory-motor learning opportunities.

1 2 3 4 5

Check here if not observed or reported.

[Notes: (a) If outside time is scheduled but not observed, score at level 1. (b) Where extreme weather conditions or safety considerations prevent the regular use of the outdoor play space, a large and open indoor space, such as a gross-motor room, may be used as a substitute. (c) If the observation occurs on a day that is atypical due to unusual weather or other special conditions, check “not observed or reported.”]

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There is no daily outside time.	<input type="checkbox"/> Sometimes outside time is a part of the day for some children Example: – Nonmobile infants are not taken outside, but mobile infants and toddlers go outside when there is enough time before lunch.	<input type="checkbox"/> Outside time is a part of each day for all children. Examples: – Caregivers take infants outside every day. During cold weather, infants are bundled up and taken for a stroll outside, and mobile infants and toddlers go out for brief amounts of time. – On a hot day, caregivers may take nonmobile infants out and place them on a blanket in the shade while mobile infants and toddlers play in the shade or go in the sprinkler.	Note: If level 1 is checked, score a 1 and leave the remaining rows blank.
Row 2	<input type="checkbox"/> Children do not have choices during outside time. Examples: – For infants and nonmobile children, riding in a stroller is the only outdoor activity. – Toddlers only go on walks or play teacher-led games.	<input type="checkbox"/> Children have some choices during outside time. Examples: – Sometimes infants are placed on a blanket in the shade. – Toddlers can ride tricycles, climb on a climber, and play with balls.	<input type="checkbox"/> Children have many choices during outside time. Examples: – Children may roll, creep, crawl, cruise, toddle, walk, climb, run, pedal, dig, paint, pretend, build, splash, converse, ride, swing, slide, push, pull, get under or into, pretend.	

II. SCHEDULES AND ROUTINES

II-H. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><input type="checkbox"/> When outdoors, caregivers do not encourage children to explore materials with all their senses.</p> <p>Examples:</p> <ul style="list-style-type: none">- Grass is the only material available to explore.- Caregivers do not bring out portable materials.	<p><input type="checkbox"/> When outdoors, caregivers encourage children to explore some materials with all their senses.</p> <p>Examples:</p> <ul style="list-style-type: none">- Nonmobile infants do not use sand and water, but are given toys to explore outside while lying on a blanket.- Sometimes caregivers have toddlers play on the tricycles only, or direct them to stay on the blacktop, such as after it rains.	<p><input type="checkbox"/> When outdoors, caregivers encourage children to explore natural and play materials with all their senses.</p> <p>Examples:</p> <ul style="list-style-type: none">- Children pick up, smell, carry, and drop sticks, large stones, leaves, and dandelions.- They can play in sand and/or water, crawl on grass.- Caregivers bring out materials for children to use and/or lie on, such as blankets, mats, balls, bats, shovels, buckets, bubbles, blocks, and bikes.- Children can go anywhere on the playground and use any of the materials available.	
Row 4	<p><input type="checkbox"/> When outdoors, children do not interact or play with caregivers.</p> <p>Example:</p> <ul style="list-style-type: none">- Caregivers supervise children for safety but do not get involved in their play.	<p><input type="checkbox"/> When outdoors, children sometimes interact and play with caregivers.</p> <p>Example:</p> <ul style="list-style-type: none">- Caregivers supervise children for safety and sometimes get involved in their play, such as pushing them on the swings.	<p><input type="checkbox"/> When outdoors, children interact and play with caregivers.</p> <p>Examples:</p> <ul style="list-style-type: none">- Caregivers supervise children for safety and get involved in their play.- Caregiver plays chase with toddlers Sammy and Nevaeh.- Caregiver sits on the ground with Emani, a mobile infant, and rolls a ball back and forth to her.- A small group of toddlers push their feet through the sand with their caregiver.	

II. SCHEDULES AND ROUTINES

II-H. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<p>In infant and mixed-age rooms</p> <p><input type="checkbox"/> Nonmobile and mobile infants spend all their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p>Example:</p> <ul style="list-style-type: none">– Every day Mariah walks the infants she cares for around the setting in a stroller.	<p>In infant and mixed-age rooms</p> <p><input type="checkbox"/> Nonmobile and mobile infants spend some of their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p>Example:</p> <ul style="list-style-type: none">– Every other day, caregivers take the children for a walk in the stroller(s).	<p>In infant and mixed-age rooms</p> <p><input type="checkbox"/> Nonmobile and mobile infants spend little or none of their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p>Examples:</p> <ul style="list-style-type: none">– Strollers are used only in special situations, such as when taking nonmobile infants for a walk, transporting children in and out of the setting, or going out in very cold weather.– When outdoors, infants are placed on blankets in the shade to explore and move their bodies; mobile infants can crawl, scoot, and roll around the playground.	<p><input type="checkbox"/> Mark “N/A” if it is a toddler-only room.</p>