

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

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 ($W \times L \div \#$ of children = sq. ft. per child).

- Approx 60 square ft. for children to play + more in classroom

- Cubbies storage, large sine box storage, large cubbies in corner + storage cupboard in bathroom

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.

- large carpet in the block area, house area, nose area
 - 3 large pillows, beanbag + child sized couch in box area
 - carpeted riser near block area
 - child sized couch in house area

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)

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)

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.

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.

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.

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.

Several large trucks
- Slide w/ tunnel + 3 stairs
- 2 shopping carts
- Bin w/ different sized balls + net
- 1 rocking horse
- During choice time teachers brought out large blue tunnel for children to crawl through

- Children played on slide during choice time + after sm. group
- Teachers took children to gross motor + children played on childrens playground
- Climber on toddler playground

I. LEARNING ENVIRONMENT

I-C. (continued)

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

Row 5 In mixed-age and toddler rooms In mixed-age and toddler rooms In mixed-age and toddler rooms Mark "N/A" if it is an infant-only room.

There are no organized spaces for the following types of play: sand, water, book, art, block, house, and small toy.

There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy.

There are well-organized spaces for distinct kinds of play, including sand, water, book, art, block, house, and small toy areas.

- Sensory table in classroom, but never opened

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.

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.

- 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.

- house area + toys
 - block area
 - toy manipulative
 - book area

- Art materials always brought out, instead of being available on shelves.
 - Only dolls to pretend with, no dress-up clothes.

- Art area with easel and shelf for some supplies
 Paint put up out of reach.

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I-C. (continued)

Row 6	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
	<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><input checked="" type="checkbox"/> In mixed-age and toddler rooms</p> <p>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>- All areas have labels which are low on wall or side of shelf</p>