

# 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	<p><input type="checkbox"/> There is no or very limited floor space for children's play and movement.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Caregivers must leave room to get materials, or space is overcrowded and cluttered due to all materials being stored in room.</li><li>- Infants are confined in seats and get no floor time.</li><li>- Toddlers run into equipment or each other.</li></ul>	<p><input type="checkbox"/> Some space is available for play.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- There is enough space for most children to play on the floor at the same time.</li><li>- There is some storage for adults' materials in room.</li><li>- In a mixed-age room, there is a separate space for infants to lie on the floor safe from mobile children.</li><li>- 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.</li></ul>	<p><input checked="" type="checkbox"/> Space for play is plentiful and organized to suit the mobility of children in the group, at least 50 square feet per child.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- There is enough space for all children to play on the floor at the same time.</li><li>- There is space for all children to roll, sit, scoot, crawl, cruise, walk, ride, rock, climb, jump, and run.</li><li>- There is adequate storage for adults' materials in room.</li><li>- There is enough space for children with disabilities to move with assistive devices.</li><li>- Toddlers can choose where to play, and there are no limits on how many can be in each area.</li></ul>	<p><i>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 (<math>W \times L \div \# \text{ of children} = \text{sq. ft. per child}</math>).</i></p>
Row 2	<p><input type="checkbox"/> There are no soft places for children to snuggle against.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- No designated play areas.</li><li>- All hard floors; no carpet or area rugs.</li><li>- Hard or plastic seating.</li></ul>	<p><input type="checkbox"/> There are some soft places for children to snuggle against.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- A beanbag chair in book area with a few pillows, rocker.</li><li>- Rugs in book area; pillows to sit on in house area.</li><li>- Carpet throughout space except eating space.</li></ul>	<p><input checked="" type="checkbox"/> There are soft places throughout the care space for children to snuggle against.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Mattress and/or beanbag chairs to sit and crawl on.</li><li>- Couch or love seat; adult- and/or child-sized cushioned rocker; hammock.</li><li>- Carpeted riser to sit on or crawl on.</li><li>- Carpet and/or rugs for children to crawl on.</li><li>- Cozy nooks with pillows or beanbag chairs.</li><li>- Loft with carpet on it and soft space underneath.</li><li>- Child-sized couch/chair in house area.</li><li>- Large cardboard box on carpet or rug with pillows/blankets on it.</li></ul>	<p><i>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.</i></p>

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## I-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><input type="checkbox"/> There are no materials or equipment in the room for these activities:</p> <ul style="list-style-type: none"><li>• Pushing and pulling</li><li>• Rocking on</li><li>• Riding</li><li>• Jumping off of</li><li>• Getting inside of</li><li>• Tossing or rolling (no balls are provided)</li></ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Infants are confined in seats.</li><li>- Toddlers sit at tables most of the day or play with a few plastic materials available on the shelves.</li></ul>	<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"><li>• Pushing and pulling</li><li>• Rocking on</li><li>• Riding</li><li>• Jumping off of</li><li>• Getting inside of</li><li>• Tossing or rolling (balls are available)</li></ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- A few plastic Tonka trucks.</li><li>- Two small knitted balls in a tub for children to use.</li><li>- No rocking materials.</li><li>- Some balls.</li><li>- Children crawling on blocks and jumping off of them.</li></ul>	<p><input type="checkbox"/> There are materials and equipment in the room for all of these activities:</p> <ul style="list-style-type: none"><li>• Pushing and pulling</li><li>• Rocking on</li><li>• Riding</li><li>• Jumping off of</li><li>• Getting inside of</li><li>• Tossing or rolling (balls are available)</li></ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- A gross-motor room or hallway is available with the types of materials listed in previous example.</li><li>- Teachers lay blankets over the tables for children to crawl under.</li></ul>	
Row 4	<p><input type="checkbox"/> No equipment or materials for climbing are available to children.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- There is no climbing equipment indoors or outside, and there is no gross-motor room.</li><li>- Children climb on shelves/furnishings.</li></ul>	<p><input 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><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Stairs/rocking boat that children crawl/walk on during some parts of the day.</li><li>- Stairs to changing table.</li><li>- Child-accessible stairs leading to playground.</li><li>- Climbing equipment available only on playground at outside time.</li></ul>	<p><input checked="" type="checkbox"/> Children have access to indoor equipment or materials for climbing throughout the day.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Stairs, steps, climbers, ramps, lofts, benches, large vinyl foam cushions, mattress, couch, pillows.</li><li>- Climbing equipment available in gross-motor room.</li><li>- Carpeted riser, dowel wall climber, stairs to changing table.</li><li>- Climbing equipment available outdoors in addition to what is indoors.</li></ul>	

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## I-C. (continued)

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

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## I-C. (continued)

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