

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 XI.

1 2 3 4 5

Check here if not observed or reported

Level 1 Indicators

- There is no or very limited floor space for children's play and movement (e.g., caregivers must leave room to get materials, or space is overcrowded and cluttered due to all materials being stored in room).

Level 3 Indicators

- Some space is available for play (e.g., space for most children to play on the floor at the same time, some storage for adults' materials in room).

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 (e.g., space for all children to play on the floor at the same time; space for all children to roll, sit, scoot, crawl, cruise, walk, ride, rock, climb, jump, and run; adequate storage for adults' materials in room; space for children with disabilities to move with assistive devices).

Supporting Evidence/Anecdotes

- 50 Sq ft per child
- Small tunnels
- Loft (small)
- Riding toys

- There is no soft space for children to snuggle against (e.g., no designated area, all hard floors, no carpet or area rugs).

- There are some soft spaces for children to snuggle against.

- There are soft spaces throughout the care space for children to snuggle against (e.g., rugs, couch/love seat, cozy nooks, lofts, pillows, small mattresses, cloth hammocks).

- Love seat & chair
- Leaf pillows
- Cozy rug
- Small soft pi

- There are no things to push and pull, rock on, ride, jump off of, get inside of; no balls are provided.

- There are some of the following: things to push and pull, rock on, ride, jump off of, get inside of; balls are available.

- There are many of each of the following: things to push and pull, rock on, ride, jump off of, get inside of; balls are available (e.g., 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, a tunnel, a large box, climbers, stairs, and vinyl foam cushions; or a gross-motor room is available with these types of materials).

- push toys
- Loft + Climber
- Small baskets
- HOOP
- Bear bergs
- Small balls
- Riding toys

I. LEARNING ENVIRONMENT

I-C. (Cont.)

Level 1 Indicators

- No climbing equipment is available to children (e.g., there is no climbing equipment indoors or outside, and there is no gross-motor room; children climb on shelves/furnishings).

Level 3 Indicators

- Children have access to a set of stairs or a piece of equipment for climbing during some parts of the day (e.g., set of stairs leading to playground, climber on playground).

Level 5 Indicators

- Children have access to indoor climbing equipment or materials throughout the day (e.g., stairs, steps, climbers, ramps, lofts, benches, vinyl foam cushions, pillows; climbing equipment available in gross-motor room; climbing equipment available outdoors).

Supporting Evidence/Anecdotes

- Small 10ft

In toddler rooms

- There are no organized spaces for the following types of play: sand, water, book, art, block, house, or small toy (e.g., materials and equipment are placed at random around the room).

In toddler rooms

- There are some organized spaces for the following types of play: sand, water, book, art, block, house, and small toy (e.g., only organized block and house areas).

In toddler rooms

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

Each area is well distinct and divided into each one

In toddler rooms

- Areas are not labeled or labels are not easily understood by children (e.g., labels with words only, no pictures; adult-oriented area names such as "manipulatives," "discovery table," "dramatic play"; labels not at children's physical level).

In toddler rooms

- Some areas are labeled and/or some labels are not easily understood by children.

In toddler rooms

- Areas are labeled at children's physical level with simple, easily understood symbols and names (e.g., labels for the house, block, art, book, toy, 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 signs are present & areas of the classroom