

SACOE Early Learning Center Quality Checklist

Program: _____ Classroom: _____ Teachers' Names: _____ Date: _____

Criteria	Fully Met	Partially Met	Not Met	Comments
1. SPACE and FURNISHINGS				
A.) Space is clean, in good repair with adequate ventilation, some natural lighting, temperature control sound absorbing materials, and accessible to children and adults with disabilities				
B.) Quiet spaces and active learning centers are not next to each other (cozy area not close to active physical play)				
C.) Toys and materials available daily and well organized (similar toys stored together; sets of toys in separate containers labeled with pictures and words) to encourage independent use and problem solving.				
D.) Toys are clean, in good working order and complete (e.g. no missing pieces or broken parts)				
E.) Spaces are available for privacy (more than one area where one or two children can play protected from intrusion of others)				
F.) Most displays (60% or more) are at child-level, age appropriate, and are done individually by children and/or child-related <i>Please only count displays that are NOT purchased or professionally made.</i>				
G.) The classroom includes many colorful pictures and photographs representing diversity, the children in the classroom, their families, as well as mobiles and colorful hanging objects for children to reach for and touch				
H.) Children have access to appropriate space and appropriate equipment for large motor activities				
I.) Eating spaces and food prep areas are not close to diaper changing area				
J.) Highchairs (used only for eating) rather than group feeding tables are used				
K.) Diapers/diapering supplies are located near diaper changing table – within arm's reach and close to warm running water source. Interest-stimulating item at the table is rotated periodically (mirror, mobile, pictures etc.)				
L.) Cozy area with soft furnishings, protected from active play with other areas of soft furnishings and many washable soft toys				
M.) Comfortable adult seating for working with children Infants – glider or safe rocking chair				
N.) Furniture that promotes self-help skills (convenient cubbies for individual children's possessions, child-sized tables and chairs, low open shelves, steps near sink and changing table)				
O.) Room arrangement makes it possible to see all children at once.				

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P.) Traffic patterns do not interfere with or disrupt activities				
Q.) Infants: given freedom to move around, spend most of their waking time on the floor and not restricted to cribs, swings, infant seats or high chairs. Walkers are not appropriate.				
R.) Infants – unbreakable mirror placed horizontally, located at infant’s eye level				
2. DAILY ROUTINES				
A.) Every child and parent is greeted warmly by name and information about the child is shared				
B.) The room is free of heavy odors, including room fresheners, perfumes, soiled clothing, strong cleaning agents (e.g. bleach or Pine-Sol)				
C.) Food allergies/dietary restrictions posted in room				
D.) Cots, mats and cribs placed 3 feet apart or solid barrier; bedding stored so it does not come in contact with other bedding				
E.) Individually assigned and labeled bedding (each child has his/her own crib, mat, cot); Sheet and blanket available for each child for nap (children may not sleep directly on vinyl)				
F.) Staff do not consume any drinks or foods in the classroom that is not also provided to all children				
G.) Children are given opportunities to feed themselves with small sized finger foods and appropriate utensils .				
H.) Infants are fed individually and on demand when hungry.				
I.) Staff clean and disinfect table surfaces and high chair trays before snacks & lunch (use paper towels; new paper towel for each table)				
J.) Children and staff wash hands upon arrival, after toileting, after dealing with bodily fluids, before and after meals, after outdoor play, before and after sand/water and messy play, after animal handling or handling of contaminated objects (Note: Staff should also wash hands prior to putting on gloves)				
K.) Staff use positive techniques (i.e. do not humiliate, tease, shame, etc.) in assisting children to develop self-toileting skills and/or following appropriate diapering procedures				
L.) Diapers are changed following recommended procedure and each change is documented on a diaper changing chart located close to the diaper changing table				

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M.) Infants are placed to sleep on their backs until they can turn themselves from back to tummy and tummy to back. Crib is free of everything except baby and well fitted sheet				
3. Safety practices				
A.) Protective covers on electrical outlets, including power strips; electrical cords out of reach of children				
B.) Heavy furniture or objects placed and secured so that children cannot pull them down				
C.) Medicines, cleaning materials, pesticides, aerosols, and substances labeled keep out of reach of children are locked away				
D.) Bleach solution correctly mixed (1T bleach to 1Qt. water) and used only when children cannot inhale the spray or mist				
E.) Thumbtacks and staples not used				
F.) Cribs meet the National crib safety standards, mattresses placed at least 20 inches from the top of the mattress to the top of the crib rail, mattress fits snugly with less than 1" between it and crib side.				
G.) No toys are hung across the crib				
H.) Rugs and mats do not slide or present tripping hazards				
I.) Open stairwells or steps are not accessible				
J.) No small parts that can be choking hazards accessible –(less than 1 ¼ " diameter, 2 ½ long or spheres less than 1 ¾" diameter.)				
K.) Diaper changing table has 6" raised edge.				
L.) No access to Styrofoam , plastic bags or balloons, tools, hammers, sharp or dangerous objects				
M.) No unsupervised access to containers of water (toilets, 5 gallon buckets, wading pool, fountains)				
N.) Outdoor play area is contained by fence that prevents children from leaving the designated safe area.				
O.) Play equipment is age appropriate with no threat of head entrapment, finger entrapment, injury from pinch points or projections and has sufficient cushioning underneath it.				
P.) All items labeled "Keep Out of Reach of Children" MUST BE locked; bleach & water solution (diluted) must be "out of reach" but does not have to be locked (Note: Staff also must lock all				

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personal items (e.g. purses, backpacks, etc.)				
Q.) Cords from blinds are out of reach of child or are safety cords (i.e. not looped)				
R.) Toys are washed and sanitized daily. Mouthed toys are picked up and put aside for sanitizing				
S.) Bean bag chairs not used for infants				
T.) Infant bottles and/or pacifiers are labeled with the infant's name.				
U.) Infants are <i>never</i> allowed to recline in cribs or on the floor with a bottle (or sippy cup) to avoid ear infections, tooth decay, choking, and thrush.				
4. PHYSICAL DEVELOPMENT GROSS AND FINE MOTOR				
A.) Many appropriate fine motor materials with different levels of difficulty in accessible for infants and toddlers (please note how many of each are available): Infants: Grasping toys__; textured toys__; busy boxes__; containers to fill and dump__; cradle gyms__; nested cups__ Toddlers: Stacking rings__; shape sorting games__; large stringing beads__; big pegs with peg boards__; simple puzzles__; interlocking blocks__; nesting toys__, pop beads__; crayons__				
B.) Open space provided indoors for active physical play much of the day that is not crowded or cluttered				
C.) Easily accessible outdoor area (don't have to go through other classrooms to go outside) that is not crowded or cluttered where infants/toddlers are separated from older children and used at least 1 hour daily by both infants and toddlers.				
D.) Outdoor space has 2 or more types of surfaces (grass, decking etc.) and some protection from the elements (shade)				
E.) Ample materials and equipment for physical activity so children have access without long periods of waiting and stimulate a variety of gross motor skills for infants and toddlers: (please note how many of each are available) Infants: Outdoor pad or blanket__; crib gym__, small push toys__, balls__; sturdy things to pull up on__; ramps for crawling__ Toddlers: Riding toys without pedals__; balls__; push pull wheel toys__; cushions or rugs for tumbling__; large cardboard boxes__				

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5. Staff interaction, LANGUAGE MODELING				
A.) Staff interactions (physical and verbal) with children are warm, tender, soothing, respectful, positive and at eye level. No harsh tones are used.				
B.) Staff shows enjoyment in being with children (e.g. demonstration of lots of smiling and laughing, etc.)				
C.) Staff uses non-punitive discipline methods (e.g. re-direction, attention to positive behavior, problem solving, conflict resolution techniques, etc.)				
D.) Staff encourages children to solve problems, initiate activities, brainstorm, explore, experiment, question, learn by doing, etc.				
E.) One to one staff/child interaction occurs more often than speaking to the whole group				
F.) Teachers help children label and talk about their emotions and feelings; model empathy and encourage children to notice when their peers are expressing emotions.				
G.) Teachers share genuine conversation with children encouraging them to express themselves verbally				
H.) The room shows evidence of clear, consistent rules and expectations that are explained in positive terms				
I.) Children are given specific positive encouragement and recognition for appropriate behavior				
J.) Teachers use open ended questions spontaneously of individual children continuously and throughout the day including routines regarding the subject or activity the child has chosen.				
K.) Teachers show respect for young children by giving them time to respond by actively listening to what they have to say.				
L.) Teachers use children's names frequently when talking with them throughout the day.				
M.) Teachers use joint attention with children during normally occurring routines and activities to demonstrate responsiveness to the child's interests				
N.) Teachers narrate what is happening to children during routines and activities, describing actions and engaging in meaningful conversations.				
O.) Actual names of objects are used frequently such as "foot" and "ball" instead of "this" and "that"				
P.) Teachers speak with infants individually acknowledging and repeating the infants vocalizations				

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and sounds, encouraging them to express themselves				
Q.) Teachers respond quickly to children's individual needs by comforting them and never ignore or leave crying children.				
6 Facilitation of Learning				
A.) A wide selection of books (at least 12 appropriate infant/toddler books) accessible for independent use by toddlers and infants, in good repair, rotated to maintain interest, and including these topics: __ People of varying races, ages and abilities; __ Animals; __ Familiar objects and routines				
B.) Books read to toddlers and infants individually or two at a time throughout the day, daily.				
C.) Many communication activities occur between and among staff and children through dialogue, songs, finger plays, stories, etc.				
D.) All art materials used with toddlers 12 months and older are non-toxic, safe and appropriate (no art materials used with infants under 12 months)				
E.) A variety of materials are introduced as children are ready: (please note how many of each are available) Brush and finger paints; __ play dough; __ Washable markers (marker caps are not accessible to children); __ Jumbo crayons; __ collage materials of different textures				
F.) At least 10 pleasant sounding musical toys and/or instruments accessible daily for much of the day				
G.) 3 different types of blocks (10 or more per set) used with toddlers 12 months and older are accessible for much of the day.				
H.) Blocks are stored by type, include a variety of accessories (e.g. transportation, people and animals) and space for block play is out of traffic and has a steady surface				
I.) Many and varied dramatic play materials accessible daily for much of the day: (please note how many of each are available) Infants and Toddlers __ dolls of 3 different skin tones and races; __ soft washable animals; __ pots and pans; __ toy telephones Toddlers: __ dress up clothes; __ child sized house furniture; __ dishes, spoons, play foods; __ doll furnishings				

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Toddlers 18 months and older: Sand or water play provided daily with a variety of toys: Kitchen utensils; __floating toys and sinking toys; __shovel and bucket for digging and scooping; __small cars & trucks; __plastic containers to fill and dump				
J.) Developmentally appropriate pictures, books or toys that represent nature <i>realistically</i>				
K.) Outdoor experiences with nature provided 2 times a week or more				
L.) Daily experiences with living plants or animals indoors				
M.) Video, television, computer screens are not used with children under 36 months of age				
7. PARENT INVOLVEMENT				
A.) Provide parents with information and ideas on activities and strategies to use at home relative to the child's goals				
B.) Daily communication (formal and/or informal) with parents about their child's development, unique individual needs; daily eating sleeping and toileting routines.				
C.) Parent teacher conferences held at least twice per year				
8. PROGRAM STRUCTURE				
A.) Written schedule posted in room for parents				
B.) Schedule & actual observation shows 1 hour of outdoor play daily				
C.) Schedule (written and actually observed) shows much of the day available for free play				
D.) Wait time is minimized for young children during play activities and routines				
E.) Staff plan smooth educational transitions between activities, give advance notice so children can prepare for change and ensure wait time is minimized; children move individually or in small groups whenever possible				
F.) Learning activities are planned and prepared in advance so the materials are ready for use when the children arrive at the activity				
G.) Lesson plans are current and visible, being followed and appropriate for the children in the class, and based on their interests				
H.) Evidence of current concepts being studied are visible in the classroom environment				
I.) Staff provide a print rich environment and allow children to see their own words in print through a variety of dictation experiences (Two's)				

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9. TS GOLD-RELATED				
A.) Teachers record daily observations/documentation of children during play and routines throughout the day				
B.) Teachers are given time each week to assess preliminary levels in each child's portfolio in TS GOLD and to plan based on their assessments of children's development				
C.) Teachers finalize the preliminary scores in a timely manner for each checkpoint				
D.) Teachers use documentation report to determine and/or modify individual goals for each child				
E.) Teachers use the Class Profile and Child Profile Reports to create lesson plans based on the strengths and needs of children in the classroom				
F.) Teachers use the Development and Learning report to develop parent teacher conference information				