



## Infant Environment Checklist

*This instrument aligns age groups with the CLASS tools; infants are defined as birth-18 months of age.*

Area	Indicator	Details	Score Yes=1; No=0
Learning Environment Arrangement	Learning environment is organized so children have adequate space to move freely.	Infants have sufficient space to roll over, crawl, etc.	
	Comfortable furniture for adults (at least 1 seat) is available for caregivers and infants to interact in together.	Soft, cushioned, adult-sized seating should be available (i.e. rocking chair/glider, armchair, etc.)	
	Quiet and loud areas are separated.	Quiet areas for rest or sleeping should be in a different area of the room so that loud (active play) activities do not disrupt infants' sleep.	
Materials	Toys are stored on low shelves or in bins or baskets accessible to infants.	Mobile infants should be able to access materials as they explore freely throughout the day.	
	Learning environment has labels for materials.	The majority of materials are labeled with pictures/visuals.	
Storage	Each child's individual cubby is labeled with name <b>and</b> picture of child and located in/ adjacent to the learning environment.	Cubbies may be inside the classroom or in the hallway directly outside.	
	There is <u>sufficient</u> storage (example: bins, baskets, low shelves) to contain all needed materials throughout the learning environment, without clutter or overcrowding	Storage should be neatly organized so that all items are visible and materials can be removed and replaced easily	
	Shelves are clean, free of residue, varnish is in excellent condition, and shelves appear like-new.	No visible dirt, peeling varnish/paint, tape residue, cracks, etc.	

Interest Areas	Materials for <u>at least three (3)</u> "interest areas" are stored together and accessible.	"Interest areas" may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc. adapted for infants' developmental ability. For example, infant classrooms may not have a defined center for dramatic play, but instead have a soft basket of related materials stored on the floor.	
Diversity	Diversity is represented throughout the learning environment in a positive way.	<u>At least one</u> positive depiction of diverse races/cultures, ages, <b>and</b> abilities must be represented in the classroom, respectively.	
	Diversity is shown in displays, books, <b>and</b> accessible play materials.		
Art	Art display is inside the learning environment, at children's eye level.	Display includes children's artwork.	
	<i>*For classrooms with a majority of children under 12 months of age, mark "Yes". No art is required.</i> Majority of children's artwork demonstrates creativity/free choice (to the extent it is developmentally appropriate). Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	Infants' art activities may be similar, but – as much as possible – should show the way they were able to make choices and express themselves individually. Ex. squishing paint onto paper in a Ziploc bag rather than a handprint craft	
Sensory	Play areas offer a variety of sensory experiences related to sight, sound, <b>and</b> touch.	Ex. activity mats with light displays, toys that play music/sounds, books with textured cutouts (faux fur for a dog's ear, leather for an elephant's skin, etc.)	
Dramatic Play	The learning environment has materials related to dramatic play.	Ex. washable baby dolls and accessories, play phones or keys, play food and dishes, etc.	
Stories and Books	Age-appropriate books are accessible to children and teachers.	Ex. washable, sturdy, chewable books made of cloth, plastic, or vinyl; board books; books with real life pictures; books with songs and/or rhymes; family picture book, etc.	
	Learning environment has comfortable area for story sharing with space for all children in the class to be near caregiver(s).	Ex. soft furniture, soft rug, pillows, tummy time mats, etc.	
Fine Motor	There are enough toys that each child in the room can have a toy that encourages problem	Ex. knob puzzles, grasping toys, Jack-in-the-Box, shape sorters, stacking towers, nesting	

	solving and/or fine motor skills.	toys, etc.	
Gross Motor	There are <u>at least two (2)</u> different types of gross motor materials accessible to infants.	Ex. balls, push/pull toys, wagons, safe, right-sized climbing structures, ramps, steps, etc.	
Natural Materials	Learning environment has <u>at least one (1)</u> living item.	Ex. non-toxic plant, fish, small pet (hamster, guinea pig, etc.)	
Family Representation	Learning environment has pictures of the children and of the children's families on eye level.		

<b>SCORING</b>	Total "Yes"	
	% "Yes"/Total	

### Definitions:

- **Accessible** – Materials are within reach of infants and available throughout the full program day (i.e. stored in the classroom, not locked away, etc.)
- **Cubby** – Space to store individual children’s items (e.g. hanging hook, bin, cabinet, locker, milk crate, etc.)
- **“In good repair”** – Clean and well-maintained; no broken pieces, cracks, tears, or missing parts; all parts functional; no signs of obvious wear (i.e. faded markings, stains, frayed edges, ripped seams, etc.)
- **Learning environment** – In a center setting, typically refers to the classroom; the area that children regularly utilize, are allowed to actively explore for the majority of the day, and have access to at all times
- **Multiple** – More than one (specific quantities may be specified in indicators)
- **Sufficient** – Enough; adequate amount for all involved children to use simultaneously
- **Variety** – Materials facilitate multiple uses, purposes, and/or types of play