



## Toddler Environment Checklist

*This instrument aligns age groups with the CLASS tools; toddlers are defined as 15-35 months of age.*

Area	Indicator	Details	Score Yes=1; No=0
Learning Environment Arrangement	Learning environment is arranged so children have adequate space to move freely around interest areas.	Toddlers have sufficient space to move in and out of interest areas, play alongside one another or independently, explore whole body movements, etc.	
	There is space for large and small grouping.		
	Learning environment arrangement allows for staff to see all children at a glance.	Furniture and shelving should be arranged to prevent blind spots.	
	All quiet and loud areas are separated.	Loud interest areas (like blocks or dramatic play) should be in a different area of the room or separated by buffers (like science or manipulatives) than quiet centers (like library or self-regulation).	
Materials	Materials are sufficient, accessible, and in good condition.	There should be enough materials for all toddlers to engage at once, and toddlers should be able to access materials with little to no adult assistance throughout the day.	
	Learning environment has labels for materials.	The majority of materials are labeled with words and pictures. Labels help children understand where materials belong.	

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 are <u>sufficient</u> shelves to store all needed materials throughout the learning environment, without clutter or overcrowding	Storage should be neatly organized so that all items are visible, materials can be removed and replaced easily, and shelf tops are free of unnecessary items (i.e. teacher supplies, stacks of paper, etc.)	
	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	There is a <u>variety</u> of materials for children to utilize in at least one interest area(s).	Variety indicates that there are multiple types of play toddlers can engage in within the area.	
	At least three ( <b>3</b> ) interest areas are identified and clearly defined.	Interest areas should be labeled and visually defined (e.g. use furnishings like shelves, rugs, etc. to define the area or store similar materials in the same area). Interest areas may include dramatic play, sensory play, library/book area, blocks, manipulatives, art, etc.	
Diversity	Diversity is represented throughout the learning environment in a positive way.	At least one 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.	
	Majority of children's artwork demonstrates creativity/free choice. Artwork should be visibly different, demonstrating that children have not been asked to complete the artwork in a pre-determined way.	Ex. finger painting with different colors and/or textures vs. identical, pre-cut crafts	
	There is a defined interest area in the learning environment for art that includes a <u>variety</u> of materials including, but not limited to: paper, crayons, and markers.		

Sensory	Play areas offer a variety of sensory experiences related to sight, sound, <b>and</b> touch.	Ex. functional toys that light up, rain sticks, textured blocks, etc.	
	The learning environment has a sensory table/tub that includes sensory materials such as sand, water, <b>and/or</b> textured materials.	Sensory tub must be filled and accessible to children.	
Dramatic Play	The learning environment has a <b>variety</b> of materials in good condition organized into an interest area for dramatic play.	Ex. washable baby dolls and accessories, play phones or keys, dress up clothes, play food and dishes, child-sized kitchen set, etc.	
Language & Literacy	Book area is clearly defined and accessible to children.		
	Examples of meaningful print are present in <b>multiple areas</b> of the classroom and paired with pictures or objects at children's eye level.	Ex. dictation paired with children's art or photographs, labels in classroom, environmental charts, materials labeled with pictures, etc.	
	Books are developmentally appropriate and in good repair.	For Toddlers, books are primarily board books and may include a range of younger (chewable cloth or vinyl books) to older (picture books or preschool-aimed books with fewer words, repetitive phrasing).	
Fine Motor	There are a <b>variety</b> of materials accessible to children that encourage fine motor play.	Ex. knob puzzles, busy gears, large pop beads, pegboards, large beads and strings, squeeze toys, stacking towers, connecting blocks, shape sorters, play dough, activity centers, large tweezers, drawing/painting implements, etc.	
	At least <b>five (5)</b> different types of materials are present in the learning environment, unique to fine motor.		
	The materials are complete and in good condition.	For example, puzzles should not be missing pieces.	
Gross Motor	There are <b>at least two (2)</b> different types of gross motor materials accessible to children.	Gross motor materials should be stored inside the classroom and easily accessible for use throughout the day. Ex. activity mats, pull up bar, push/pull toys,	

		stepping stones, parachute, etc.	
	The indoor learning environment has an area that is large enough to encourage/ accommodate gross motor movement.		
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.		
Math	There are a <u>variety</u> of materials that encourage awareness of numbers, quantity, counting, shapes, or measurement accessible to the children.	Ex. sequencing toys, puzzles, sorting activities, cause-and-effect games, shape sorters, blocks, connecting blocks, linking toys, ball drop toys, magnetic toys, etc.	
	<u>At least five (5)</u> different types of materials are present, unique to math and number skills.		
Science	There are a <u>variety</u> of materials in the learning environment for science exploration accessible to children.	Ex. colored viewers, magnifying lenses, binoculars, flashlights, magnets, toy insects/ reptiles/animals, simple body parts puzzles, nonfiction books about science/nature topics, sensory table with toys for scooping/ pouring/measuring, etc.	
	<u>At least five (5)</u> different types of materials are present, unique to scientific exploration.		
Self-Regulation	There is <u>at least one (1)</u> age-appropriate area that promotes children's self-regulation with soft pillows or furniture <b>and</b> self-regulation materials. The area should be big enough for a caregiver to sit with the child.	Self-regulation materials may include: feelings books, visuals of emotion expressions, soft toys or dolls, posters of emotions or breathing techniques, etc.	
<b>SCORING</b>	Total "Yes"		
	% "Yes"/Total		

**Definitions:**

- **Accessible** – Children are able to reach and access with little to no adult assistance (i.e. stored on low shelves, in the classroom, unlocked, etc.); available throughout the full program day
- **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)
- **Pre-determined** – Includes coloring sheets, pre-fabricated crafts, activity/workbook sheets, handprint/footprint crafts
- **Sufficient** – Enough; adequate amount for all involved children to use simultaneously
- **“Unique to”** – For indicators that require different types of materials “unique to” a specific use (e.g. math), those items cannot be counted for multiple purposes
  - For example, if a set of measuring cups is counted as a math material, it cannot also be counted as a science material.
- **Variety** – Materials facilitate multiple uses, purposes, and/or types of play