Family/Group Day Care Home Environment Checklist

Area	Indicator	Details	Score Yes=1; No=0
Learning Environment Arrangement	Protected floor space is provided for young infants; spaces are provided for older children to play actively without tripping over babies.	*If no infants are enrolled, this indicator is automatically scored "Yes".*	
	Learning environment is arranged so children have adequate space to move freely around the room.	Children have sufficient space to move in and out of interest areas, play alongside one another or independently, 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. In the event that providers must access other rooms (i.e. preparing meals), measures are taken to continue active supervision (ex. mirrors, monitors, etc.).	
	All quiet and loud areas are separated.	Loud areas (like blocks, dramatic play, or active play areas) should be in a different area of the environment or separated by buffers (like science or manipulatives) than quiet areas (like library, self-regulation, or sleeping areas).	
	Child-size furnishings are accessible to the children.	Learning environment includes furniture specifically designed for children's use (ex. child-size chairs and tables, low shelving units, etc.).	

Materials	Materials are sufficient, accessible, and in good condition.	There should be enough materials for all children to engage at once, and children should be able to access materials.	
	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 **and** picture of child and located inside the learning environment.		
	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 good condition, and shelves are in good condition.	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 children can engage in within the area.	
	<u>At least three (**3**)</u> 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.	<u>At least one</u> positive depiction of diverse races/cultures, ages, **and** abilities must be represented in the learning environment, respectively.	
	Diversity is shown in displays, books, **and** accessible play materials.		

Art	Materials should be accessible and should include a <u>variety</u> of materials including, but not limited to: paper, crayons, and markers.	For older children, the following materials could be included to expand children's use:	

		• Collage materials: glue, yarn, pom poms, pipe cleaners, etc. • Tools: scissors, hole punch, stencils, tape, etc. • Art supplies: paint, paint brushes, crayons, markers, etc.
	Children's artwork is displayed in the learning environment at children's eye level.	
Sensory	Interest areas offer a variety of sensory experiences related to sight, sound, **and** 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, textured materials.	Sensory tub must be filled and accessible to children.
Dramatic Play	The learning environment has a variety of materials in good condition related to dramatic play.	Ex. washable baby dolls and accessories, play phones or keys, play sets (barns, dollhouses), dress up clothes, play food and dishes, child-sized kitchen set, etc.
	Items in the dramatic play are varied and allow for expanded use; items are accessible to the children.	Materials should allow the area to used in more than one way. For example: • Menus, notepads, aprons, and cash register for restaurant play • Doctor kit, lab coat/scrubs, pretend X-rays, and stuffed animals for veterinary office play • Envelopes, mailbox, stamps/stickers, and carrying bag for post office play

Language & Literacy	Books are accessible to children.	
	Examples of meaningful print are present in multiple areas of the learning environment	Ex. dictation paired with children's art or photographs, labels in classroom,

	and paired with pictures or objects at children's eye level.	environmental charts, materials labeled with pictures, etc.	
	Books are developmentally appropriate and in good repair. Books support ages of the children present in the home.	For mixed age groups, books may include the full range including chewable cloth or vinyl books, board books, picture books, story books, etc.	
	Printed names of children are used in <u>multiple areas</u> of the learning environment.		
	Dual language learners have access to books **<u>and/or</u>** environmental print representing their home language.	*Assessor guidance: To the extent possible, note the home language of children in the classroom. Mark "yes" if – to your knowledge – children's home languages are represented in the environment.* Ex. bilingual labels/signs/posters, bilingual books	
Fine Motor	There are a <u>variety</u> of materials accessible to children that encourage fine motor play.	Ex. puzzles, busy gears, large pop beads, pegboards, stringing beads, lacing cards, squeeze toys, stacking towers, connecting blocks, shape sorters, play dough, matching games, drawing/painting implements, etc.	
	The materials support different developmental levels of the children present in the home.	There should be fine motor materials to support all children in the class. (For example, if there are 4-year-olds in the class, the puzzles should not all be knob puzzles, and vice versa.)	
	The materials are complete and in good condition.	For example, puzzles should not be missing pieces.	

Gross Motor	Gross motor materials support different developmental levels of the children present in the home.	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.	
	The materials support different developmental levels of the children present in the home.		
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.	
	The materials support different developmental levels of the children present in the home for science exploration.	For example, simple materials are provided for infants and toddlers to explore using their senses; items that reflect preschool-age children's interest allow older children to learn and experiment.	
Self-Regulation	There is <u>at least one (**1**)</u> age-appropriate area that promotes children's self-regulation with soft pillows or furniture **and** 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.	

Blocks	There are sufficient blocks, space, and <u>at least three (**3**)</u> different types of accessories for three or more children to build a sizeable structure.	Examples of accessories may include: play vehicles, plastic people and/or animals, farm or gas station toys, toy road signs, woodworking toys, construction hats and/or vests	

SCORING	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
- **Blocks** – Includes standardized wooden unit blocks and large hollow or homemade blocks that do not interlock
- **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** – The area(s) 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
- **"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