

FAMILY CHILD CARE ASSESSMENT TOOL



Provider's name _____

Program Number _____

SCORE SHEET

Evaluator _____

Today's date _____

Number of Providers present _____

First Names of Providers present _____

Ages regulated to serve _____ Certified _____ Licensed _____

PROGRAM CHARACTERISTICS	Infant	Toddler	Preschool	School-age
Number of children enrolled				
Number of children present				

MINIMUM REQUIREMENTS		
	YES	NO
a. Health: The environment and materials appear clean (floors, tables, toys); supplies are accessible for maintaining cleanliness; provider/s and children generally cut down on spread of germs (e.g. proper hand washing, wipe noses, flush toilet).		
b. Safety: Equipment and materials are in good repair, no obvious major hazards; provider/s monitor best safety practices including SIDS risk reduction and a written plan for SBS prevention.		
c. Supervision: Ratios are met, and provider/s maintain adequate supervision to protect all children at all times.		
d. Children with special needs: All children enjoy equal access to all goods, services, facilities, advantages and accommodations; provider/s include children with special needs in age-appropriate activities, and collaborate with families and other professionals to promote child development and independence.		

PROGRAM QUALITY INDICATORS					
MATERIALS			PRACTICES		
1a. Adult-Child Relationships	YES	NO	1b. Adult-Child Practices	YES	NO
<input type="checkbox"/> <u>Language.</u> There are frequent adult-child and child-child conversations; adults converse with most children. <input type="checkbox"/> <u>Social-emotional.</u> Adults are attentive, quick to smile, and show physical affection. <input type="checkbox"/> <u>Tone.</u> Program tone is positive: There is an absence of: punitive behavior, threatening, yelling, unnecessarily prohibiting activities, physically controlling behavior, or excessive time-outs.			<input type="checkbox"/> For infants & toddlers: Adults frequently expand on children's sounds, label, describe children's action, and vary their vocabulary and intonation to encourage language comprehension and strengthen children's productive language development. <input type="checkbox"/> For Preschoolers: Adults routinely expand on children's language, introduce a rich and varied vocabulary, and ask open-ended questions that challenge children to express their ideas. <input type="checkbox"/> For infants & toddlers: Adults engage in individualized interactions with all children, and respond sensitively with encouragement, praise, and comfort. <input type="checkbox"/> For Preschoolers: Adults provide multiple opportunities through large group, small group, and free play activities for children to use language to share experiences, discuss and plan activities, analyze and solve problems. <input type="checkbox"/> For infants & toddlers: Adults encourage positive interaction and support social skill development in the classroom. <input type="checkbox"/> For Preschoolers: Adults provide opportunities for children to practice alternative strategies for expressing their feelings and controlling their impulses, encourage children to express their feelings, to listen to one another and to solve their own conflicts. <input type="checkbox"/> Adults help children understand and respect all people. Children and their families are not stereotyped or left out of any activity because of race, gender, ethnicity, ability, or any other personal characteristic.		
2a. Books, Literacy, and Writing Materials	YES	NO	2b. Books, Literacy, Writing Practices	YES	NO
<u>Books:</u> A variety of developmentally-appropriate books is easily accessible in a defined, well-organized area of the classroom. Materials are in good condition and include: For infants: 5 accessible/10 available <input type="checkbox"/> Rhyme/repetition books <input type="checkbox"/> Plastic/cloth			<input type="checkbox"/> Adults read to children at least 15 minutes each day, and frequently enhance group reading time with storytelling materials (flannel board, etc.). <input type="checkbox"/> Adults selectively rotate in new books and other literacy/writing materials from a selection in storage and/or		

<ul style="list-style-type: none"> <input type="checkbox"/> Multicultural/bilingual books <input type="checkbox"/> Picture books/books with key words <p>For toddlers: 10 accessible/20 available</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multicultural/bilingual books <input type="checkbox"/> Rhyme/repetition <input type="checkbox"/> Concept books (literacy, math, science) <p><input type="checkbox"/> Literacy games/activities (3): (e.g. picture sequencing)</p> <p>For Preschool: 20 accessible/20 available</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multicultural/bilingual books <input type="checkbox"/> Rhyme/repetition <input type="checkbox"/> Concept books (literacy, math, science) <p><input type="checkbox"/> Literacy games/activities (3): (e.g. picture sequencing)</p> <p><u>Writing:</u> A variety of developmentally appropriate literacy/writing materials for toddlers (5) and preschoolers (20) are also available daily and include each of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literacy games/activities <input type="checkbox"/> Lined/unlined paper, writing tools <input type="checkbox"/> Templates, stamps, worksheets, letter/word cards, activity books/mazes, Pictionary <input type="checkbox"/> Boards (magnetic, chalk, wipe, flannel, chart paper) <input type="checkbox"/> Writing props in dramatic play, block, or other area 			<p>the library.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults provide a variety of pre-literacy games and activities during large group, small group, and free play. <input type="checkbox"/> Adults engage in educational interactions designed to support children’s reading (visits to the library, guest readers, homemade books, children’s journals, backpack books). <ul style="list-style-type: none"> <input type="checkbox"/> Adults regularly model, encourage writing, and provide materials, activities, and expanded opportunities to help children develop their writing skills and record their ideas in writing. 		
3a. Block and Dramatic Play Materials	YES	NO	3b. Block and Dramatic Play Practices	YES	NO
<p>Many and varied appropriate blocks and dramatic play materials are available with at least 10 accessible including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 different sets of blocks (and uninterrupted space to play) <input type="checkbox"/> Transportation/animals/people (5 each) <input type="checkbox"/> Puppets/dolls <input type="checkbox"/> Telephone <input type="checkbox"/> Kitchen/housekeeping materials (pots, pans, dishes, food) <input type="checkbox"/> Diversity in play materials (dolls, food, or clothing) <input type="checkbox"/> Play furniture 			<ul style="list-style-type: none"> <input type="checkbox"/> Adults frequently rotate in new dramatic play, blocks, and block accessories from storage or other resources. <input type="checkbox"/> Adults participate in block and/or pretend play with children. <input type="checkbox"/> Dramatic play themes vary and are selectively rotated , responding to the interest and age of children; planned activities are designed to enrich dramatic play. <input type="checkbox"/> Adults extend dramatic play beyond the classroom through 		

<input type="checkbox"/> Dress up clothes/accessories <input type="checkbox"/> Prop boxes in storage or available through resource library or support group (2)			<p>guests or fieldtrips or books or other activities.</p>		
4a. Fine Motor, Math, and Science Learning Materials	YES	NO	4b. Fine Motor, Math, and Science Learning Practices	YES	NO
<p>Many and varied developmentally-appropriate fine motor (10), math (10), and science (10) materials are accessible daily in a defined, well-organized area of the program including:</p> <p><u>Fine motor:</u> (10 total with at least 1 in each group)</p> <input type="checkbox"/> Puzzles/shape sorters <input type="checkbox"/> Interlocking blocks/fit-together toys <input type="checkbox"/> Manipulative toys <p>For Toddlers & Preschoolers</p> <p><u>Math:</u> (10 total with at least 1 in each group)</p> <input type="checkbox"/> Math concepts displayed (e.g. posters, clock, calendar) <input type="checkbox"/> Collection of objects to count/sort <input type="checkbox"/> Geometry (pattern/size/shapes) <input type="checkbox"/> Tools for measuring (balance, tape measure, ruler, scale, unifix cubes, measuring cups) <input type="checkbox"/> Number recognition games/activities <p>For Toddlers & Preschoolers</p> <p><u>Science:</u> (10 total with at least 1 in each group)</p> <input type="checkbox"/> Collections of natural objects <input type="checkbox"/> Living things (plants/animals) <input type="checkbox"/> Tools (magnets, magnifying glasses) <input type="checkbox"/> Nature/ science books <input type="checkbox"/> Sensory-motor			<input type="checkbox"/> Adults selectively rotate in fine motor, math, and science materials from storage or other resources. <input type="checkbox"/> Adults actively introduce new concepts and engage children in one-on-one educational interactions designed to challenge and enhance their fine motor skills. <input type="checkbox"/> Adults intentionally vary infant positions and actively engage infants in one-on-one educational interactions designed to challenge and enhance their fine motor skills. <input type="checkbox"/> Math is clearly an intentional part of programming; there is evidence of a recent math activity. <input type="checkbox"/> Nature/science is clearly an intentional part of programming.; there is evidence of a recent nature/science activity.		
5a. Music, Movement, and Art Materials	YES	NO	5b. Music, Movement, and Art Practices	YES	NO
<p>Many and varied developmentally-appropriate music and art materials are available for infants and toddlers and accessible for preschoolers in the program:</p>			<input type="checkbox"/> Adults intentionally introduce children to a variety of musical experiences every day through singing during transitions/routines, playing different types of music, and		

<p><u>Music/movement</u> (10 total with at least 1 in each group)</p> <ul style="list-style-type: none"> <input type="checkbox"/> CDs (CDs/records, or tapes; 3 genre: e.g. reggae, jazz, classical) <input type="checkbox"/> Musical instruments <input type="checkbox"/> Movement toys (scarves, ribbons, bean bags) <p>For Toddlers or Preschoolers</p> <p><u>Art</u> (10 total with at least one from each group)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing (markers, crayons, colored pencils, chalk) <input type="checkbox"/> Painting (easel, water colors, brushes, sponges) <input type="checkbox"/> Collage (yarn, felt, sticky tape, buttons, assorted paper, glitter, feathers, foam, sequins). <input type="checkbox"/> Construction (clay, play dough, wood, popsicle sticks, pipe cleaners) <input type="checkbox"/> Art tools (scissors, stencils, stamps/stamp pad, punchers, glue sticks) 			<p>music/movement activities (dancing).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults plan music and movement activities (at least twice a month) that encourage creativity, develop specific skills, and extend children's understanding of music (e.g. musical guests, performances, music appreciation). <input type="checkbox"/> Freedom of artistic expression is encouraged every day as evidenced by primarily individualized art work. <input type="checkbox"/> Planned art activities (at least twice a month) encourage creativity, develop skills, extend children's understanding of art (e.g. artistic guests, or 3-D creations, or field trips, or art appreciation, or books on fine art, or videos on art topics). 		
6a. Large Motor Materials	YES	NO	6b. Large Motor Practices	YES	NO
<p>Many and varied developmentally-appropriate large motor materials are accessible daily for use by all children including some:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large motor equipment <input type="checkbox"/> Ride-on toys <input type="checkbox"/> Well-organized, safe space, with enough space to play 			<ul style="list-style-type: none"> <input type="checkbox"/> Children experience a daily balance of large motor indoor/outdoor play. <input type="checkbox"/> Large motor activities provide significant variation and stimulate a variety of large motor skills (e.g. balance, climbing, strength, endurance, and agility). 		
7a. Child Assessment Materials	YES	NO	7b. Child-Teacher-Family Practices	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> Reliable and valid checklists and/or portfolios, and teachers' observational notes are used regularly to assess each child's developmental progress. <input type="checkbox"/> Results of child assessments are used in curriculum planning and setting goals for each child; information from developmental assessments is shared with families and specialists, as needed. 			<p>Adults maintain ongoing, positive communication with all families, including those that are hard to reach.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive daily communication (daily notes, bio-board, resource board, conversation at pick up/drop off). <input type="checkbox"/> Welcoming environment (families are invited to observe, or share skills, or family photos, or go on field trips). <input type="checkbox"/> Program information is shared (newsletter or weekly/monthly/quarterly curriculum updates, or resources on biting). 		
8a. Program Assessment Materials	YES	NO	8b. Program Assessment Activities	YES	NO

<input type="checkbox"/> A consistent form of program assessment is conducted annually. (e. g. FCCERS, NAFCC, survey assessment of families, other). Materials and methods of assessment appear reliable.			<input type="checkbox"/> Results of program assessments are shared with staff, if applicable. <input type="checkbox"/> Program assessments are used to estimate progress toward established standards and used for program improvement.		
Program Materials: Number of Quality Indicators Met			Program Practices: Number of Quality Indicators Met		
0 1 2 3 4 5 6 7 8			0 1 2 3 4 5 6 7 8		