Quality Inclusive Child Care Checklist

☐ Are families and children welcomed, and are children greeted in a loving, respected way? Are parents welcome at anytime during the day?

☐ Is the overall atmosphere bright, cheerful and child-focused, without being overwhelming?

☐ Do you notice caregivers/teachers really listening to children and families?

☐ Are caregiving and teaching practices responsive to differences in children’s abilities, interests and experiences?

☐ Are the sounds of children predominantly happy? Does it appear that the adults and children enjoy being together?

☐ Is the physical environment safe, secure and free of barriers that limit or prevent access and mobility (e.g., ramps, outside play area, bathrooms)?

☐ Is there a fenced-in outdoor play area with a variety of safe equipment? Can the caregivers/teachers see the entire play yard at all times?

☐ Are learning materials and toys sufficient, safe, clean and within reach of all children? Are there enough for the number of children?

☐ Are there different areas for resting, quiet play and active play? Is there enough space for the children in all of these areas?

☐ Is there a daily balance of active and quiet activities (e.g., play time, story time, activity time and nap time)? Are the activities appropriate for each ability and age level?

☐ Are the majority of planned developmental activities individualized or in small groups?

☐ Do learning materials, books and pictures reflect diversity, including children with special needs?

☐ Do caregivers/teachers use a variety of instructional strategies to meet the individual needs of children?

☐ Do caregivers/teachers facilitate or enhance interactions between children with and without disabilities?

☐ Are children with disabilities included socially and engaged in meaningful activities throughout the day?

☐ Are children with disabilities given support and assistance when needed, and is it unobtrusive?

☐ Does the program accept children who are not yet walking or toilet-trained?

☐ Are therapeutic and/or support services such as OT, PT and Speech Therapy welcomed and provided on-site?

☐ Are parent’s ideas welcomed? Are there ways for families to be involved in the program?

☐ Does communication between parents and staff seem open and ongoing? Are events and information shared with families regularly?

☐ Is the program licensed by the state? Is the program accredited or working towards national accreditation?

6/08
When observing and listening, pay particular attention to these five key indicators of quality inclusive child care:

A Positive and Happy Learning Environment

- Are the children engaged?
- Are staff involved with children at eye-level?
- Are the rooms bright and cheerful without being overwhelming with too many sights and sounds?
- Do the adults speak positively about all children?

The Right Number and Mix of Children and Adults

- Are all children receiving individual attention?
- Do adults call children by name?
- Are children comforted, when needed, by staff or other children?
- Does staff overuse the “time-out” tactic?

Trained and Supported Personnel

- Are caregivers trained in early childhood education and special needs?
- Are teaching staff available to attend school district educational meetings with families who have children in their program who are receiving special education services?
- Do those who work with children themselves receive positive support?

A Developmental Focus on the Child

- Do you see and hear a variety of developmental activities taking place?
- Do the children have opportunities to control objects and events in their environment?
- Are activities based on the children’s level of functioning?
- Are learning materials accessible to children with special needs?

Parents Treated as Partners

- Does child care personnel help families develop goals for children and plans to achieve them?
- Does the program provide families with regular schedules of activities and events?
- Does the child care staff describe their communication practices as “open”?
- Do parents actively participate with the children?