



SCHOOL READINESS PROGRAM ASSESSMENT INFANT

Center	Staff	Reviewed By	Date

STAFF/CHILD INTERACTION

120

1. Staff/child interaction encourages the LANGUAGE DEVELOPMENT of infants throughout the day's activities in a warm, nurturing and positive environment.

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| 0 | 3 | 6 | a. Infants are talked to on an individual basis. Staff talks to infants using positive language. |
| 0 | 3 | 6 | b. Staff speaks with infants and responses are appropriate. Loud, harsh voices are not used. |
| 0 | 3 | 6 | c. Staff encourages language development by reading books to infants. Evidence can be seen through observation of infants being read to throughout the day. |
| 0 | 3 | 6 | d. Staff acknowledges infants' vocalizations and sounds, encouraging them to express themselves. |
| 0 | 3 | 6 | e. Staff uses each infants name frequently throughout the day. |
| 0 | 3 | 6 | f. Names of objects are frequently used when playing with infants, speaking in sentences using actual names of objects. When diapering, staff engages in meaningful conversation with infants. |
| 0 | 3 | 6 | g. Staff provides musical experiences daily. Assessor observes staff engaging in musical opportunities as they interact with infants, such as singing along with a variety of music, dancing, fingerplays, musical instruments, etc. |

COMMENTS:

2. Staff encourages the COGNITIVE AND PHYSICAL DEVELOPMENT of infants throughout the day's activities in a nurturing and positive environment.

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| 0 | 3 | 6 | a. Infants are encouraged by staff to initiate activities, explore, experiment and learn by doing. There is adequate play time with staff sitting on the floor playing with age appropriate toys. |
| 0 | 3 | 6 | b. While infants are awake, staff talk with, smile at, and play with infants providing a wide variety of developmentally appropriate activities. |
| 0 | 3 | 6 | c. Staff interacts with infants in a variety of developmentally appropriate gross motor experiences such as reaching, pushing/pulling, climbing, crawling and cruising on a daily basis. |

- 0 3 6 d. Staff interacts in a variety of developmentally appropriate fine motor experiences such as grasping, cause and effect, tracking, pounding, fitting together and eye-hand coordination.
- 0 3 6 e. Staff interacts in a variety of sensory experiences such as seeing, hearing, tasting, feeling and touching.
- 0 3 6 f. Infants' play interest is respected. Staff responds to infants' cues for direction of activity.

COMMENTS:

3. Staff encourages the SOCIAL AND EMOTIONAL DEVELOPMENT of infants throughout the day's activities in a nurturing environment.

- 0 3 6 a. Infants are cuddled on an individual basis.
- 0 3 6 b. Infants are rocked on an individual basis.
- 0 3 6 c. Staff is available and responds quickly to the individual needs of an infant.
- 0 3 6 d. Staff encourages and models positive social interaction.

COMMENTS:

4. Staff uses positive techniques in GUIDING THE INFANTS' BEHAVIOR throughout the day. *Points are given if there is no evidence of the contrary.*

- 0 3 6 a. Redirection – An example of redirection is to give a teething ring when the infant attempts to bite or to distract the infant with a new activity.
- 0 3 6 b. Positive encouragement of the infant's efforts by hugging, smiling and positive language when staff sees desired behavior.
- 0 3 6 c. Planning ahead to help prevent potential problems by dealing with the situation before it becomes a problem. There is enough variety and availability of activities and nearness of staff.

COMMENTS:

DEVELOPMENTAL PROGRAM

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5. The developmental program encourages play, exploration and learning.

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| 0 | 3 | 6 | a. | There is evidence that the provider is utilizing a Coalition-approved curriculum. |
| 0 | 3 | 6 | b. | A flexible daily program is planned, posted and readily available to provide a balance of activities in the following dimensions: (This includes a daily schedule and lesson plan.)
1. Indoor 3. Quiet 5. Large Muscle 7. Sensory
2. Outdoor 4. Active 6. Small Muscle 8. Language |
| 0 | 3 | 6 | c. | There is evidence that each INDIVIDUAL infant's developmental needs such as feeding, diapering, napping and play time are being met. |
| 0 | 3 | 6 | d. | A written system is established for sharing day-to-day happenings such as sleeping and eating experiences, play time fun, as well as other important milestones. Information is updated periodically throughout the day onto the "Infant Info" reports which are sent home daily. |
| 0 | 3 | 6 | e. | Babies have opportunities to learn through their own experiences, trial and repetition, imitation and identification. |

COMMENTS:

PHYSICAL ENVIRONMENT

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6. The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children and adults.

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| 0 | 3 | 6 | a. | There is a minimum of three (3) accessible age-appropriate experiences per child for each area of sufficient variety and durability. Some items are duplicated to avoid conflict. |
| 0 | 3 | 6 | b. | Toys and manipulatives are readily accessible to children and organized to promote independent use. Toys and equipment are safe and in good repair. Additional toys may be stored. |
| 0 | 3 | 6 | c. | The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds, posters and pictures, books, tapes and/or records, puppets, cooking experiences, creative materials, etc. |
| 0 | 3 | 6 | d. | There is evidence of gender, ethnic or disability acceptance. Picture books include people with disabilities and show non-traditional roles. |
| 0 | 3 | 6 | e. | The indoor area contains an unbreakable mirror (horizontally) located at the infants eye level which is accessible at all times. It should reflect a realistic full-body image. |
| 0 | 3 | 6 | f. | Age appropriate artwork is displayed at child's level in the classroom. |
| 0 | 3 | 6 | g. | An adult rocking chair or apparatus that allows adult/child motion to occur is located in the infant area. |
| 0 | 3 | 6 | h. | The environment contains soft (cushioned) play area which could include, but is not limited to throw rugs, blankets, quilts, mats, firm pillows, etc. |
| 0 | 3 | 6 | i. | The diaper area is equipped with a stimulating item which includes but is not limited to a mirror, a mobile, a picture, etc. |
| 0 | 3 | 6 | j. | Infants are given the freedom to move around in the indoor play area and are not restricted to cribs, playpens, infant seats or high chairs. Walkers are not to be used. |

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| 0 | 3 | 6 | k. | Space is arranged so children can enjoy moments of quiet play, space to roll over and to crawl toward interesting objects. |
| 0 | 3 | 6 | l. | A process in place (soft music, low conversational tones) for providing a quiet soothing atmosphere. |
| 0 | 3 | 6 | m. | When napping, an appropriate covering (such as blanket, towel, sheet, etc.) is available for each infant. Mattresses are covered with sheets and there is a covering available for each child. Coverings may not be shared. |
| 0 | 3 | 6 | n. | Coverings must be stored in a sanitary manner. |

COMMENTS:

7. GROSS MOTOR

*At least one (1) item per ratio group of children (i.e., 1:4, 2:8) is provided and accessible for each of the categories listed below. Each item may only count for one category. An apparatus with multiple categories that is large enough for more than one infant to use at a time may be counted for more than one category. **If there are only immobile infants, items a through f must be available in the room to the staff person. For mobile infants (crawling, cruising, etc.), items a through f must be accessible to the infant.***

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Reaching – activity box, crib gym, etc. |
| 0 | 3 | 6 | b. | Climbing – pillows, foam cushions, indoor slide, etc. |
| 0 | 3 | 6 | c. | Pushing – popper, market basket, stroller, etc. |
| 0 | 3 | 6 | d. | Pulling – stringed pull toys, wagon, etc. |
| 0 | 3 | 6 | e. | Crawling through/under – boxes, tunnel, etc. |
| 0 | 3 | 6 | f. | Cruising – holding onto a table, shelving, chairs, etc. Walkers are not to be used. |

COMMENTS:

8. FINE MOTOR

At least one (1) item per ratio group of children (i.e., 1:4, 2:8) is provided for each of these categories and is accessible for use. Each item may only count for one category.

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| 0 | 3 | 6 | a. | Grasping – clutching balls, bean bags, rattles, small blocks, etc. |
| 0 | 3 | 6 | b. | Touching – textured items, feely books, water play, etc. |
| 0 | 3 | 6 | c. | Turning – activity boxes, toys with turning knobs, etc. |
| 0 | 3 | 6 | d. | Fitting Together – snap beads, stacking toys, nesting toys, etc. |
| 0 | 3 | 6 | e. | Filling and dumping – containers with objects, etc. |
| 0 | 3 | 6 | f. | Pounding – pounding bench, plastic bowls, xylophone, etc. |
| 0 | 3 | 6 | g. | Tracking – anything that moves. |
| 0 | 3 | 6 | h. | Cause and effect – pop-up flip box, jack-in-the box. |
| 0 | 3 | 6 | i. | Eye-Hand Coordination – shape sorter, stacking rings, giant pegs, etc. |

COMMENTS:

9. LANGUAGE DEVELOPMENT

At least three (3) different items are provided for each of the categories and are accessible for use. Each item may only count for one category.

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| 0 | 3 | 6 | a. | The classroom has at least three (3) age appropriate books available per child (e.g. 4 infants will require 12 books). |
| 0 | 3 | 6 | b. | Looking – mobiles, small hand mirrors, pictures, action toys, bright colorful wall hangings within eye contact of the infant, activity blankets, etc. |
| 0 | 3 | 6 | c. | Talking – dolls, telephones, puppets, photographs and wall mirrors at infants eye level. |
| 0 | 3 | 6 | d. | Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.
<i>One of the three listening items is a variety of at least six (6) appropriate records, and /or Tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment. In open-classroom settings, where two adjacent classrooms are separated by half of a wall, the two classrooms may share a record/tape/CD player.</i> |

COMMENTS:

10. The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it.

Infant programs will provide daily opportunities for outdoor experiences in a safe age appropriate environment. Outdoor time may be directed by individual infant's schedule. Non-mobile infants are provided a variety of experiences.

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| 0 | 3 | 6 | a. | The outdoor play time for infants is separated from the older children by schedule or fence. |
| 0 | 3 | 6 | b. | There is a method for the mobility and transporting of children – wagons, strollers, bye-bye buggies, carriages or additional staff etc. |
| 0 | 3 | 6 | c. | A developmentally appropriate outside surface is provided for infants, such as washable quilts, carpet squares, sand, grass, etc. |
| 0 | 3 | 6 | d. | There is a minimum of two (2) developmentally appropriate play experiences per child. |
| 0 | 3 | 6 | e. | There are age-appropriate outdoor toys for gross motor development, which could include but is not limited to activity gyms, small slides, climbing units, push-pull toys, boxes, tunnels, blankets, etc. Equipment is accessible and used daily. |
| 0 | 3 | 6 | f. | There are age-appropriate outdoor toys for fine motor development, which could include but is not limited to grasping items, water play, sand play, filling and dumping containers, pounding, tracking, eye-hand coordination, cause and effect, etc. Equipment is accessible and used daily. |

COMMENTS:

HEALTH

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11. The physical environment promotes good health for each child.

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| 0 | 3 | 6 | a. | Mouthed toys are picked up immediately and put aside in a marked container for sanitizing throughout the day. |
| 0 | 3 | 6 | b. | Each infant's bottle and/or pacifier is labeled with infant's name. |
| 0 | 3 | 6 | c. | The environment is free from noxious odors. The diaper pail is tightly covered and emptied frequently. Soiled items are placed in a plastic bag and closed securely. |
| 0 | 3 | 6 | d. | Safe sleeping practices are maintained by infants being placed on their backs to sleep, unless a note from the Physician advises otherwise. |
| 0 | 3 | 6 | e. | Bottles are never placed in cribs or propped up at any time in order to lessen the chance for ear infections, tooth decay, choking and thrush (bottle mouth). |
| 0 | 3 | 6 | f. | Prompt attention is given to diaper changes, soiled clothing and cleaning faces and hands (taking into account other situations which could require staff's immediate attention). |
| 0 | 3 | 6 | g. | Staff wash their hands and infant's hands with soap and running water immediately before meals, bottles and after diapering. Staff wash their hands after nose wiping. Paper towels or air dryers are used for drying hands. |
| 0 | 3 | 6 | h. | Adding medication to bottles is not permitted. |
| 0 | 3 | 6 | i. | Bottles are never microwaved. |
| 0 | 3 | 6 | j. | The diaper changing area is used only for changing diapers. Food, bottles and other items are not placed in this area. |
| 0 | 3 | 6 | k. | Gloves are worn while diaper changing. (New gloves are used for each diaper change and are disposed of properly.) |
| 0 | 3 | 6 | l. | Diaper changing area will be cleaned and sanitized after each diaper change. |

COMMENTS:

NUTRITION

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12. Mealtime is a pleasant social and learning experience for the infants.

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| 0 | 3 | 6 | a. | Infants are held in the arms of a staff person during feeding when appropriate to infants' ages and sizes. |
| 0 | 3 | 6 | b. | Food and allergy lists of all children enrolled in the center are posted in the classroom and are readily visible and followed. If no allergies, list "NONE KNOWN". |
| 0 | 3 | 6 | c. | When appropriate, infants are given the opportunity to feed themselves with finger foods that are appropriately sized. |
| 0 | 3 | 6 | d. | Staff adjusts to infant's INDIVIDUAL feeding schedule. They are fed on demand when hungry, not lined up and fed at once. |
| 0 | 3 | 6 | e. | Appropriate feeding practices are in place. Bottles are refrigerated immediately when brought in, high chairs are sanitized after each use and individual feeding utensils are used. Unused portion of bottle will be disposed of at the end of each feeding. |

COMMENTS: