

INFANT/TODDLER ENVIRONMENTAL OBSERVATION
GUIDELINES AND OBSERVATION CHECKLIST

CENTER _____ OBSERVER _____ DATE _____

ROUTINE CARE/DIAPERING

Staff provides routine care for children when not attended by parent. Caregivers encourage self-help skills for toddlers.(ie. toddlers assist with their own clothing and grooming as they are able) Personal care activities are made enjoyable to infants/toddlers.(ie. singing songs, speaking gently) Eating, toileting and nap time is personalized for each child's needs.

SOCIALIZATION/COMFORT

Caregivers encourage positive social interaction, intervening in difficulties only when necessary. Caregivers respond to infant/toddler needs in a timely and caring manner. Caregiver shows sensitivity to children's feelings and reactions. Children are treated respectfully by avoiding abrupt interruptions.

CREATIVITY/PRETEND PLAY

Art work done by toddlers is displayed appropriately. Photographs of children and their families are displayed at child's eye level. Pictures are protected from being damaged or torn. Children's displays are changed periodically.

MEALS AND SNACK

meals are relaxed. Caregivers are patient with messes and accepting of slow eaters. Caregivers sit with the children and encourage socialization and learning. Infants are fed according to their individual schedule and are held while being bottle fed.

HEALTH AND SAFETY PRACTICES

Health and safety information is provided to parents on illness, nutrition and local health care services, as well as, car seats, home safety or accident prevention. Room, equipment and toys are kept safe and clean. All regular Caregivers have a current CPR/First Aid card.

ROOM ARRANGEMENT AND FURNISHINGS A variety of learning experiences are provided in routines and play areas. Active and quiet play are separated. Traffic patterns do not interfere with activities. Furnishings are child-sized and promote independence and exploration for toddlers. Soft elements are present. An environment is available which promotes quiet play for both infants and toddlers.

BOOKS AND PICTURES Children are given the opportunity for daily language activities using books, pictures or puppets. Books are available to toddlers daily. Caregiver talks about pictures or says nursery rhymes with interested toddlers in small groups or individually.

PHYSICAL PLAY/MUSIC & MOVEMENT

Physical play equipment is changed or rotated weekly to provide new challenges both indoors and outdoors. Caregiver talks to children about their activities. Various types of music and music toys are offered on a regular basis. Caregivers sing or chant with children daily. Children are encouraged to dance, clap or sing along.

SENSORY PLAY/BLOCKS

Sand or water play is included at least once a week. A variety of blocks and appropriate accessories are available daily. Space is available for block play out of the way of traffic with a flat hard surface for stacking. Caregiver does simple block and sensory play with toddlers, talking about textures, wet and dry and describing child's activity.

OUTDOOR PLAY

opportunity for outdoor play is provided daily when weather permits. Adults are actively participating in outdoor play. Play is well supervised and provides an appropriate child/adult ratio. Wheel toys, climbers, balls and other appropriate materials are regularly provided.

INDIVIDUALIZATION/CULTURAL AWARENESS

Cultural awareness is evident by availability of culturally diverse books, dolls and other play materials. Non-racist, non-sexist pictures and books are displayed. The individual needs of all children are scheduled in daily planning including children with disabilities and other special needs.

PROVISIONS FOR PARENTS Greetings and departure are utilized for exchanging information with parents regarding the program and their children. Appropriate information is available to parents about program philosophy, policies and practices. Parents are involved in program planning and arranging the learning environment to meet children's needs.

July 17, 1999Infant-Toddler Environmental Observation.wpd

INFANT/TODDLER ENVIRONMENTAL OBSERVATION

Center _____ Observer _____ Date _____

ROUTINE CARE AND DIAPERING:	ROOM ARRANGEMENT AND FURNISHINGS:
MEALS AND SNACKS:	HEALTH AND SAFETY PRACTICES:
BOOKS AND PICTURES:	PHYSICAL PLAY, MUSIC/MOVEMENT:
OUTDOOR PLAY	SENSORY PLAY/BLOCKS
SOCIALIZATION	INDIVIDUALIZED NEEDS/CULTURAL
CREATIVITY/PRETEND PLAY	PROVISIONS FOR PARENTS

COMMENTS