

EARLY LEARNING SERVICES LICENSED HOME CHILD CARE OPERATING CRITERIA

Agency Name: _____

Date of Home Visit: _____

Provider Name: _____

Home Visitor Name: _____

Provider Address: _____



Completed by: _____

Score: _____

Section # 1 – STRUCTURE OF THE DAY					
1. ROUTINE	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Provider gives some thought to the children's daily routine to ensure a balance of structure and flexibility that meets the needs of each child	<input type="checkbox"/> Daily routine not posted <input type="checkbox"/> Provider plans for routine daily care only (lunch, sleep, toileting)	<input type="checkbox"/> Daily routine posted but not current <input type="checkbox"/> Daily routine includes time for some requirements (indoor/outdoor, quiet/active, individual/group, child/provider initiated)	<input type="checkbox"/> Current daily routine is posted <input type="checkbox"/> Daily routine includes time for all requirements (indoor/outdoor, quiet/active, individual/group, child/provider initiated)	<input type="checkbox"/> Provider indicates changes to the daily routine for parents to see	1 2 3 4 N/A
2.	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Scheduling includes plans to meet individual child's needs within a consistent routine for the day. (diaper changes, sleep time, washroom, meal time)	<input type="checkbox"/> Children wait long periods for their needs to be met <input type="checkbox"/> Transitions are stressful for children and provider	<input type="checkbox"/> Children are sometimes rushed between activities	<input type="checkbox"/> Daily routine is organized to meet the children's needs	<input type="checkbox"/> Children can predict what comes next in their day, but the routine is flexible enough to meet changing circumstances	1 2 3 4 N/A
3.	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
For infants under one year of age parents provide a written daily schedule for feeding and sleeping	<input type="checkbox"/> Infant schedule not available	<input type="checkbox"/> Infant schedule available but not current or followed by the provider	<input type="checkbox"/> Infant schedule is current and followed by the Provider	<input type="checkbox"/> Parent's written daily schedule has been reviewed and adaptations have been dated and initialled by the parent	1 2 3 4 N/A
Section: #1 Structure of the day	Number of Items scored from Structure of the day		Total Score (Sum of total indicators scored)		

Section # 2 – LEARNING AREAS					
4. ACTIVITIES	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Provider's focus is on providing an environment that promotes choice and active learning based on the developmental needs and interests of all children in care	<input type="checkbox"/> Planned activities are not available or offered <input type="checkbox"/> Provider always chooses toys for children	<input type="checkbox"/> Environment is set up for children to choose some toys and activities	<input type="checkbox"/> 2 activities, appropriate for all children, are planned and provided daily <input type="checkbox"/> Children can easily find age-appropriate toys and activities on open shelves or in baskets	<input type="checkbox"/> 3 or more activities appropriate for all children, are planned and provided daily <input type="checkbox"/> Activities are adapted for multiple ages/abilities (painting-with fingers.... with brushes)	1 2 3 4 N/A
5. LANGUAGE AND LISTENING	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Language and literacy skills are encouraged through the use of books and related materials	<input type="checkbox"/> Books in poor condition <input type="checkbox"/> Books not accessible (stored too high, mixed with toys in a box)	<input type="checkbox"/> Books are in good condition	<input type="checkbox"/> Children have easy access to age appropriate books <input type="checkbox"/> At least 3 books available for every child enrolled <input type="checkbox"/> Provider reads with children <input type="checkbox"/> Props available (puppets, musical instruments)	<input type="checkbox"/> Provider rotates books <input type="checkbox"/> At least 5 books per child available <input type="checkbox"/> Space for books includes shelving, soft seating and good lighting <input type="checkbox"/> Children can self direct listening activities (tapes/CD's)	1 2 3 4 N/A
6. DRAMATIC PLAY	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Dramatic Play is encouraged through the use of materials such as: dress up clothes, shoes, kitchen utensils	<input type="checkbox"/> No space or materials provided for dramatic play	<input type="checkbox"/> Sufficient space and materials available in regards to the number of children in care	<input type="checkbox"/> Accessories and/or equipment changed regularly to reflect children's emerging interests <input type="checkbox"/> Accessories and/or equipment encourage a variety of role playing possibilities	<input type="checkbox"/> Accessories and/or equipment reflect a variety of cultures/abilities	1 2 3 4 N/A

7. COGNITIVE MANIPULATIVE EXPERIENCES	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Toys and household materials encourage thinking and decision-making (Cognitive, Construction, Fine Motor, Dramatic Play)	<input type="checkbox"/> Less than 2 toys per category available	<input type="checkbox"/> Toys are in good condition	<input type="checkbox"/> A minimum of 2 toys per category available <input type="checkbox"/> Additional toys available for rotation <input type="checkbox"/> Toys are well organized for independent use	<input type="checkbox"/> More than 2 toys per category per child enrolled	1 2 3 4 N/A
8. ART AND SENSORY ACTIVITIES	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
	<input type="checkbox"/> No equipment for either art or sensory activities accessible	<input type="checkbox"/> Art and sensory activities and/or equipment available once a week	<input type="checkbox"/> Sufficient number of scissors, paper, drawing tools in good condition and available for independent use daily <input type="checkbox"/> Sensory activities adapted for multiple ages/abilities	<input type="checkbox"/> Variety of art and sensory activities available daily	1 2 3 4 N/A

9. COMPUTER, TELEVISION AND INTERNET	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Television/video viewing is not recommended practice for children. The Canadian Paediatric Society recommends daily (at home and in daycare combined) limits: Preschool –one hour or less School Age – 2 hours or less	<input type="checkbox"/> Television is on most of the time	<input type="checkbox"/> Supervised television/video viewing is chosen by the provider ↓	<input type="checkbox"/> Parents are informed of television/video viewing	<input type="checkbox"/> An alternate activity is provided when the supervised television/video viewing is occurring ↓	1 2 3 4 N/A
Section #2: Learning Areas	Number of items scored from Learning Areas		Total Score (Sum of total indicators scored)		

Section # 3 – ENVIRONMENT					
10. RESTING	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
	<input type="checkbox"/> No designated sleep area <input type="checkbox"/> Cribs, beds and bedding are not designated for each child	<input type="checkbox"/> Children are required to sleep even if not tired <input type="checkbox"/> Designated sleep area is clean, safe, easily accessed and monitored	<input type="checkbox"/> Alternate activities available for children who do not sleep or wake early	<input type="checkbox"/> Sleep area is equipped with soft music, dimmed lighting and a monitor	1 2 3 4 N/A
11. TOILETING AND DIAPERING	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Required Items: - Liquid soap - Sanitary means of disposing of diapers - Step stool or alternative to make sink and toilet accessible, - Separate face cloths, towels or paper towel available for each child	<input type="checkbox"/> Provider's and children's hands not washed after toileting, diapering, nose wiping <input type="checkbox"/> Not all required items available	<input type="checkbox"/> Sufficient supplies available to ensure diapering, hand washing, nose wiping can be conducted in a hygienic manner	<input type="checkbox"/> Sanitary washroom/change area away from food preparation area <input type="checkbox"/> Toilet training plans reviewed with parents if applicable	<input type="checkbox"/> Objects and activities associated with the toileting/ diapering process are labelled with pictures and words <input type="checkbox"/> Mirror at child's level	1 2 3 4 N/A
12. MEAL AND/OR SNACK TIME	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
	<input type="checkbox"/> Children's hands not washed before eating <input type="checkbox"/> Provider's hands not washed before preparing and serving food	<input type="checkbox"/> Communication and socialization limited <input type="checkbox"/> Seating, tables and eating utensils appropriate for the ability and size of the children served and sufficient seating	<input type="checkbox"/> Children encouraged to eat food but not forced <input type="checkbox"/> Skills development encouraged (feeding & serving themselves, interacting) <input type="checkbox"/> Provider encourages conversation	<input type="checkbox"/> Seating arranged so that all children can interact <input type="checkbox"/> Provider sits with children during mealtime	1 2 3 4 N/A
Section #3: Environment	Number of items scored from Environment		Total Score (Sum of total indicators scored)		

Section # 4 – OBSERVATIONS					
PHYSICAL ENVIRONMENT	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Includes furnishings, equipment, materials and structure	<input type="checkbox"/> Hazards observed <input type="checkbox"/> Unsanitary conditions observed <input type="checkbox"/> Environment not prepared for child care	<input type="checkbox"/> Some areas are in good repair and are hygienic	<input type="checkbox"/> All areas appear to be hygienic and in good and safe repair	<input type="checkbox"/> Designated child care space	1 2 3 4 N/A
14. NUTRITION	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
It is assumed the agency will ensure that meals and snacks are planned in accordance with the DNA and Canada's Food Guide	<input type="checkbox"/> Foods that cause choking are served without being modified <input type="checkbox"/> Meals and snacks are not planned and/or provided in accordance with the DNA and Canada's Food Guide	<input type="checkbox"/> Meals and snacks are planned and/or provided in accordance with the DNA and Canada's Food Guide but provide limited variety	<input type="checkbox"/> A child in care for 6 hours or longer is offered a meal and 2 snacks	<input type="checkbox"/> Planned menu is posted for parents to see <input type="checkbox"/> Menu posted reflects accurately the foods served (changes are noted)	1 2 3 4 N/A
15. PROVIDER/CHILD INTERACTION	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
A vital component in providing child care is observed in the interaction of provider and child. Home child care offers a unique opportunity for provider/child attachment and for development of children's social skills	<input type="checkbox"/> Provider shows little emotional interest <input type="checkbox"/> Provider does not listen or communicate pleasantly, has a negative voice tone	<input type="checkbox"/> Provider demonstrates some positive physical contact	<input type="checkbox"/> Provider maintains positive voice tone and calm, relaxed manner <input type="checkbox"/> Provider responds to children's emotions appropriately <input type="checkbox"/> Provider models positive social behaviour and interactions <input type="checkbox"/> Positive interaction between provider and children is observed	<input type="checkbox"/> Provider consistently demonstrates a competence in her interactions with all children that respects their individual abilities and developmental levels	1 2 3 4 N/A

16. SUPERVISION	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
	<input type="checkbox"/> Provider does not respond to unusual noises <input type="checkbox"/> Provider does not react to quickly remedy unsafe conditions	<input type="checkbox"/> Provider is aware of number and location of children <input type="checkbox"/> Provider is available to assist children who need help	<input type="checkbox"/> Provider positions self to maximize view of children	<input type="checkbox"/> Provider balances observation of and interaction with children	1 2 3 4 N/A
17. BEHAVIOUR GUIDANCE	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
	<input type="checkbox"/> Provider does not match expectations to developmental level of children	<input type="checkbox"/> Provider states expectations clearly <input type="checkbox"/> Provider uses positive direction and comments	<input type="checkbox"/> Provider advises children of up coming changes of activities <input type="checkbox"/> Provider anticipates behaviour and provides alternatives and redirection <input type="checkbox"/> Provider allows children time to complete tasks	<input type="checkbox"/> Provider has taken opportunity to enhance positive behaviour guidance techniques by attending training ↓	1 2 3 4 N/A
Section #4: Observations	Number of items scored from Observations		Total Score (Sum of total indicators scored)		

**Section # 5
ADMINISTRATION**

As indicated in the DNA, the agency is required to establish policies and practices to ensure a healthy environment.

*** ↓ Indicates a question will be asked***

18. POLICIES AND PRACTICES	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
Administration and storage of medication. Immunization requirements for all children in care and Providers own family. Sanitary Practices Safety Supervision Evacuation Plans Emergency Numbers Record Keeping Confidentiality	<input type="checkbox"/> Provider not familiar with Agency's policies and practices ↓ <input type="checkbox"/> Emergency Numbers not posted	<input type="checkbox"/> Emergency Numbers posted	<input type="checkbox"/> Children's file complete and accessible <input type="checkbox"/> Provider familiar with Agency Policies and practices ↓	<input type="checkbox"/> Provider maintains a current, organized system to access Agency policies and practices and all pertinent information for easy reference	1 2 3 4 N/A
19. ATTENDANCE	1 DOES NOT MEET EXPECTATION	2 NEEDS IMPROVEMENT	3 MEETS EXPECTATION	4 EXCEEDS EXPECTATION	SCORE
	<input type="checkbox"/> No system of attendance	<input type="checkbox"/> Attendance reflects accurate number of children present	<input type="checkbox"/> Children's attendance is verified at arrival and departure	<input type="checkbox"/> Parent's consistently initial or sign attendance form before it is submitted to agency	1 2 3 4 N/A
Section # 5: Administration	Number of items scored from Administration		Total Score (Sum of total indicators scored)		

HEALTH AND SAFETY

It is assumed the agency will ensure that specific requirements with respect to the health and safety of the providers' environment will be maintained to ensure the physical health and well-being of the children in care.

Date last quarterly Safety Inspection was completed by agency:		
Non-Compliance items listed and date rectified:		
CHILDREN IN CARE	AGE	HOURS OF CARE

Operating Criteria Section Score Sheet

Sections	No. of Items Scored	Total Score
1. Structure of the Day:		
2. Learning Areas:		
3. Environment:		
4. Observations:		
5. Administration:		
Total (All items added together)		
Average Score (Total divided by number of items scored)		

Home Child Care
Overall Average Score: _____