



**Form for Conducting the Tour for Self-Study
(All Classrooms and Facility)**

Conducted by: Name _____

Title: _____

Date conducted: _____ / _____ / _____
month day year

Instructions: This is an optional tool for use in Step 1: Enrollment/Self-Study. Many programs have found this to be a helpful tool in reviewing materials, equipment and aspects of program physical space in relation to many of the criteria. This completed tool will NOT be reviewed by the NAEYC Assessor during the site visit.

Examine all classrooms, bathrooms, kitchen areas, shared spaces and outside areas for equipment, materials, health, and safety criteria listed on this checklist. For materials and equipment, place a check in the box corresponding to the classroom if all items listed are observed. Use the Notes column to record items missing.

Identify classrooms for checklist:

Group/Classroom Name	Age Group (I, T, P or K) If Mixed Age, list age range of children in group.
1.	
2.	
3.	
4.	
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6.	
7.	
8.	

Date: ___/___/___

Observer Initials: _____
Page 1 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY										
Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)	
	1	2	3	4	5	6	7	8		
1. Equipment and furnishings for diaper changing and changing soiled underwear or other clothing located away from food prep area. (9.A.01)										
2. Changing area is separated by a partial wall or located at least 3 feet from other areas that children use. Changing procedures are posted. (5.A.08)										
3. Hand washing sinks within arm's length of diaper changing table. (9.A.01)										
4. A chair with a back and a seating height that allows a child to sit with his or her feet on the floor or ground (for each child older than 12 months). (9.A.01)										
5. Tables at a height that allows a child to sit comfortably with the table between underarm and waist. (9.A.01)										
6. At least one cot, crib, mat, sleeping bag or pad for each child who spends more than four hours a day in the program (<i>not required for Kindergartners</i>). No child is allowed to sleep on the floor without using rest equipment. (9.A.01)										

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)	
	1	2	3	4	5	6	7	8		
7. Daily record documenting the type and quantity of food consumed by all infants and children with special feeding needs (5.B.04) <i>Note: the specific information in the record need not be visible to observers for privacy, but the mechanism for providing such information to families should be apparent.</i>										
8. Information is posted about child food allergies in food preparation areas and areas of facility that child with allergies uses (5.B.05) <i>Note: not applicable if no children with food allergies OR if parents do not give consent to post information. The specific information posted may be covered for privacy as long as all food preparation and teaching staff are aware of how to access the information.</i>										
9. Clean, sanitary drinking water is available to children throughout the day (not including breast-fed infants) (5.B.06)										
10. Liquids and foods hotter than 110 degrees Fahrenheit out of children's reach (5.B.07)										
11. Sinks are accessible to children; stools may be used to provide access. (9.C.05)										

Date: ___/___/___

Observer Initials: _____
Page 3 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY									
Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)
	1	2	3	4	5	6	7	8	
12. Program excludes baby walkers. (9.C.08)									
13. No choking hazards are in proximity or within reach of infants and toddler/twos. (9.C.16)									
14. Bathrooms have barriers to prevent entry by unattended infants and toddlers/twos. (9.C.17)									
15. Infants and toddlers/twos do not have access to large buckets of liquids. (5.A.15)									
16. Room temperature and humidity is maintained by heating, cooling or ventilating to meet national standards. (9.D.05) <i>(Documentation of heating, cooling, and ventilation included in program portfolio)</i>									
17. Fully working fire extinguisher and fire alarm in each classroom are tagged and serviced annually. (9.C.11) <i>(Check date on tag; if the program is located in school or other large building, fire alarm information may be kept in the office rather than tagged.) Fire extinguishers not needed in with built in sprinkler systems.</i>									

Date: ___/___/___

Observer Initials: _____
Page 4 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY									
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	1	2	3	4	5	6	7	8	
18. Fully working carbon monoxide detectors are tagged and serviced annually. (9.C.11) <i>(Not required if facility includes no fuel-burning equipment and does not include an attached garage.)</i>									
19. Written evacuation plan is posted. (10.D.08)									
20. Emergency telephone numbers are posted. (10.D.08)									
21. Normal conversation can be heard without raising one's voice. (9.D.04)									
22. Adaptations, when needed, allow children with disabilities and other special needs to fully participate in the program. (9.A.01)									
23. Individual space is provided for each child's belongings. (9.A.02)									
24. Non-disposable materials are durable and in good repair. (9.A.03)									
25. Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities. (9.A.03)									

Date: ___/___/___

Observer Initials: _____
Page 5 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY										
Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)	
	1	2	3	4	5	6	7	8		
26. The classroom is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. (9.A.05) (See guidance for 3.C.02 and 3.C.03 for infant sleep supervision.)										
27. In semi-private areas, both children and adults can be observed by an adult from outside the area. (9.A.05)										
28. There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas (not including diaper stations, cribs, large structures not easily moved, toilets, sick-child area, staff rooms, corridors or hallways, stairways, closets, lockers or cubbies, laundry rooms, janitor rooms, furnace rooms, storage areas and built-in shelving). (9.C.01)										

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)
	1	2	3	4	5	6	7	8	
29. Dramatic play equipment that is developmentally and culturally appropriate is available, such as child-sized dishes and utensils, foods, cooking equipment, and kitchen; dolls, reflecting the ethnic diversity in the classroom and in the greater world, and equipment to care for them such as doll beds, doll high chairs, or rocking chair; a small table and chairs; magazines and cookbooks; writing materials; dress up clothes and accessories that represent occupations and cultures of children's families; and specialized props (e.g., for a grocery store, school, hospital) that are rotated to correspond to children's studies or interests. (2.A.08; 9.A.04)									
30. Materials for preschoolers and kindergartners are organized to encourage children to solve problems and engage in discussions with one another (2.D.06; 2.D.07)									
31. Sensory materials such as sand, water, play dough, paints, and blocks(a variety of developmentally appropriate materials should be available). (9.A.04)									

Date: ___/___/___

Observer Initials: _____
Page 7 of 21

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)	
	1	2	3	4	5	6	7	8		
32. Large-motor equipment that is developmentally appropriate for pulling up; walking; climbing in or over; moving through, around, and under; pushing, pulling, and riding. (9.A.04)										
33. Climbers, climbing gyms, slides, and other indoor play areas are surrounded by safety surfaces, whether inside or out. (9.A.06) <i>(Mark if safe surfaces are in place; verify that they meet safety requirements.)</i>										
34. Teaching staff support children's needs for physical movement, sensory stimulation, fresh air, rest, and nourishment. (3.A.03)										
35. Classroom displays help children reflect on and extend learning. (3.A.06)										
36. Children's works predominate in classroom displays and some displays are at children's eye level. (3.A.06)										

Date: ___/___/___

Observer Initials: _____
Page 8 of 21

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)	
	1	2	3	4	5	6	7	8		
37. Books (including both fiction and nonfiction, storybooks, books with rhymes, alphabet books, and wordless books); comfortable places to sit; print materials; alphabet displayed at child eye level or available on laminated cards. Infants and toddlers/twos have books that are durable, picture books, books with rhymes, wordless books, and factual books. (2.E.01-2.E.05)										
38. Writing materials are provided not only in the writing center but also in art, dramatic play, and other centers. Preschool and kindergarten classrooms have materials such as pens and pencils; a variety of paper types sizes and colors; materials for tracing such as templates, rulers; envelopes; glue sticks; paper clips and other tools for sticking papers together; alphabet strips; meaningful words having to do with a study or daily life such as mom and their names. Toddlers/twos have paper of different types and sizes, crayons, and markers. (2.E.05; 2.E.08; 2.E.09)										

Date: ___/___/___

Observer Initials: _____
Page 9 of 21

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)
	1	2	3	4	5	6	7	8	
<p>39. Materials for math such as collections, patterning and sorting games; materials for counting such as stones, shells, nuts, counters; materials for graphing and estimation; materials for patterning such as small animals, pattern blocks, shapes, blocks; materials for geometry such as one-, two-, and three-dimensional shapes in a variety of sizes and configurations; materials to build shapes; materials for measuring such as rulers, measuring cups; materials for nonstandard measurement such as yarn, and sticks, are available for preschoolers and kindergartners. (2.F.02; 2.F.03; 2.F.05; 2.F.06; 2.F.09; 2.F.11; 2.F.12; 2.F.13)</p> <p>Infants and toddlers/twos have materials of different shapes, sizes, colors and patterns, books that include counting and shapes. (2.F.01)</p>									

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<p>40. Science materials that encourage use of the five senses to observe, explore, and experiment; tools for inquiry such as magnifying glasses, measuring materials, magnets and binoculars, or bug holders; nonfiction books about science; materials to float and sink; living and non-living things such as plants, rocks, shells; photos about scientific concepts such as life cycles are provided in preschool and kindergarten classrooms. (2.D.06; 2.G.02; 2.G.03; 2.G.04)</p> <p>Infants and toddlers have materials that encourage exploration using different senses and have a cause and effect, for example, balls for rolling; squeeze-squeak toys; blocks and cups for stacking. (2.A.09; 2.G.01)</p>									
<p>41. Technology materials such as tape recorders, cameras, microscopes, computers are available for children's use in preschool and kindergarten classrooms. (2.H.02)</p>									

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42. For all children, materials for social studies such as photos of all sorts of families; photos of the children in the class; materials particular to the culture of the area and of the children such as a folkloric dress or chopsticks in the dramatic play area; photos and books about different ages, gender, families, ability and languages. For toddlers/twos, preschoolers, and kindergartners, materials to learn about the environment they live in such as farm props in the block area in an agricultural area, buses and city materials in a city; pictures of local landmarks; recycling materials. For preschoolers and kindergartners: materials to build information about the economy such as play money, cash register, props to play restaurant. (2.L.03; 2.L.04; 2.L.05; 2.L.08; 2.L.10									
43. Visual images of adult roles, differing abilities and ethnic/cultural backgrounds include some that counter stereotypes. (1.D.01; 2.L.03)									

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44. Materials for art such as easels; art materials for painting, drawing, sculpting, and collage, for example, different types of paint (finger, tempura, puffy, watercolors); paintbrushes in a variety of sizes and thicknesses; scissors; glue, paste, glue sticks; collage materials such as cardboard tubes and boxes, material scraps, paper, tissue paper, pompoms, feathers, buttons, etc; markers, pens, pencils; sculpting material such as soft play dough, clay, or other types of sculpting materials; shaping tools such as rolling pins, cutting instruments, cookie cutters. Materials selected for infant and toddlers/twos are age appropriate. (2.J.01; 2.J.02; 2.J.05; 2.J.06)									
45. Materials such as records, tapes or CDs; musical instruments; and scarves, are available for music and dance. These materials reflect cultural diversity. (2.J.01)									

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)
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<p>46. Blocks, such as a full set of wooden unit blocks; other types of blocks such as foam, cardboard, hollow; and block props such as vehicles, road signs, and people. Writing materials to make plans or sketch what was made are available, as are books with buildings and pictures of buildings. Materials to rotate, such as farm props, city props, zoo props are available. Block props are culturally diverse. (2.A.08; 2.E.05; 2.F.01;2.F.02; 2.F.03; 2.F.05)</p>									
<p>47. Manipulatives such as small-muscle manipulatives (e.g., plastic building blocks, pegboards, stringing beads, lacing cards, parquetry blocks), simple games (e.g., lotto, bingo, Candyland), puzzles such as wooden and large floor puzzles. (2.C.03)</p> <p>Materials for infants such as toys for cause and effect (spinning tops, shape boxes, busy boxes, boxes and objects to put in them, musical toys, soft blocks to stack, balls to throw). (2.C.02; 2.F.02; 2.G.01)</p>									

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48. Materials are available to teach good health practices, such as photos and displays of hand washing procedures; poster of the food pyramid, safety rules, food preparation; traffic signs; tooth brushing graphic. Materials for learning about doctors, hospitals, etc. such as books, doctor kits; lab coats, are available. (2.K.01; 2.K.02; 2.K.03; 2.K.05;)									
49. Props such as dolls, block families, community helper figures, puppets, and other people props; paper and drawing and painting materials to draw people; reflect diversity and counteract stereotypical limitations (1.D.01; 2.L.03)									
50. Adults and children remove, replace or cover shoes worn outside infant play areas. (5.C.06)									
51. Materials are grouped on low, open shelves. (9.A.07)									
52. Materials are NOT degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture (3.B.04)									
53. Materials are available for rotation. (2.A.08; 9.A.07)									

Date: ___/___/___

Observer Initials: _____
Page 15 of 21

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Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)	
	1	2	3	4	5	6	7	8		
54. Multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served. (1.D.01; 9.A.09)										
55. Clearly defined spaces for parents to gather information about their child's day. (9.A.09)										
56. Places for displaying children's work. (9.A.09)										
57. Family information board specific to child's classroom, including daily schedule, menu, and scheduled events (2.A.07, 5.B.15, 9.A.09)										
58. Sign in and out area. (9.A.09)										
59. Cozy area for groups in room that includes washable, soft elements that allow groups of children or adults and children to sit in close proximity for conversations or comforting. (9.A.10)										
60. Clear pathways throughout rooms so children and staff can move freely. (9.A.11)										
61. Areas to accommodate children in small groups, individually, and large groups. (9.A.12)										
62. Semiprivate areas where children can play or work alone or with a friend are available indoors. (9.A.12)										

Date: ___/___/___

Observer Initials: _____
Page 16 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY									
Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)
	1	2	3	4	5	6	7	8	
63. Adaptations have been made to provide full access for children with disabilities to the curriculum and to the indoor space. (9.A.12)									
64. Adults have a comfortable place to sit, hold, and feed infants. (9.A.14)									
65. Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor. (9.A.14)									
66. Nursing mothers have a place to breast feed their children that meets their needs for comfort and privacy. (9.A.15)									
OUTDOOR AND OTHER AREAS									
67. At least 75 square feet of outdoor play space is available for each child playing outside at one time, based on total number of children who could use the space at one time or 1/3 of total enrollment (9.B.04)									
68. Outdoor play areas are designed with age and developmentally equipment in clearly defined spaces with semiprivate areas where children can play alone or with a friend. (9.B.01)									

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	1	2	3	4	5	6	7	8		
69. Indoor equipment is available for large-motor activities when outdoor play is not possible due to weather or health risks (5.A.06)										
70. Motor experiences, such as running, climbing, balancing, riding, jumping, or swinging are available. (2.C.04; 9.A.04; 9.B.01)										
71. Dramatic play materials such as cars, trucks, digging materials, home living materials, dishes, measuring cups, dress up clothes representing work and play, signs for the trike path. (9.A.04)										
72. Sensory materials such as paints and play dough, are available outdoors for toddlers, preschoolers, and kindergartners. (9.A.04)										
73. Materials that support curriculum goals in literacy, math, science, social studies and other content areas are available for outdoor play such as blocks and materials to build ramps and experiment with cause and effect (9.A.04)										
74. Outdoor area has some natural surfaces and materials including nonpoisonous plants, shrubs, and trees. (9.B.01)										

Date: ___/___/___

Observer Initials: _____
Page 18 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY									
Items	Classroom/Group (Check if all items present)								NOTES (list missing items or add other notes)
	1	2	3	4	5	6	7	8	
75. Outdoor area has some manufactured surfaces. (9.B.01)									
76. Adaptations to the outdoor area are made so children with disabilities can fully participate in the outdoor curriculum and activities. (9.B.01)									
77. Outdoor area is fenced with manmade or natural barriers to prevent access to street or other dangers such as open water. (9.B.02)									
78. Outdoor area is arranged so staff can supervise children by sight or sound (may need to cross check with staffing plan for outdoors). (9.B.03)									
79. Sandboxes are constructed to allow for drainage, are covered when not in use, and are clean (<i>Check for cleaning and covering if not observable; check for sand replacement</i>). (9.B.05)									
80. Outdoor area provides protection from excessive wind and direct sunlight. (9.B.06)									
81. Confidential personnel files are maintained in a secure location (10.E.08)									

Date: ___/___/___

Observer Initials: _____
Page 19 of 21

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	1	2	3	4	5	6	7	8	
82. Health and safety information for each child is maintained in one central location within the facility (that the child attends) (10.D.05)									

Date: ___/___/___

Observer Initials: _____
Page 20 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY		
ALL AREAS	Check if Yes	Notes
1. Facilities meet ADA accessibility requirements (<i>NA if exempt</i>) (9.C.03)		
2. There is natural light in at least some of the indoor areas children occupy during the course of the day. (9.C.04)		
3. Toilets, drinking water, and hand washing facilities are within 40 feet of the indoor areas that children use. (9.C.05)		
4. Building is well maintained. (9.C.07)		
5. Walls, floors, furnishings, and equipment are kept in good repair and are safe with no splinters, sharp edges, protruding or rusty nails, or missing parts. (9.C.07)		
6. All areas are free from glass, trash, sharp or hazardous items. (9.C.07)		
7. All areas are clean of visible soil and are in a clean condition. (9.C.06; 9.C.07)		
8. Floor coverings are secured to keep staff and children from slipping. (9.C.08)		
9. Children and staff are safe from hazards, including electrical shock, scalding, burns, or slipping or tripping. (9.C.08)		
10. Stairwells and corridors are well lit. There is emergency lighting with unobstructed and visible paths for entering and exiting and clearly marked regular and emergency exits. (<i>If you can clearly see, it is well lit unless the program is open after dark.</i>) (9.C.09)		
11. A fully equipped first aid kit is available. (9.C.10)		
12. Any body of water, including swimming pools, built-in wading pools, ponds, irrigation ditches, is enclosed by a fence at least four-foot high with any gates childproofed to prevent entry by unattended children. (9.C.12)		
13. Facility is smoke free both inside and outside. (9.D.06)		

Date: ___/___/___

Observer Initials: _____
Page 21 of 21

NAEYC ACCREDITATION TOUR FORM FOR SELF-STUDY		
ALL AREAS	Check if Yes	Notes
14. Toxic substances are stored in original labeled containers, kept in a locked room or cabinet, inaccessible to children, and away from medications or food. (9.D.09)		
15. Matches and lighters are not accessible to children. (9.D.09)		
16. Gasoline and other flammable materials are stored in a separate building. (9.D.09)		
STAFF AREA		
17. A place for adults to take a break away from children is comfortable, clean, and good repair. (9.C.02)		
18. There is an adult-size bathroom for adults to use. (9.C.02)		
19. There is a secure place for adults to store their belongings. (9.C.02)		
20. There is an administrative space away from children for planning or preparing materials. (9.C.02)		