

2019 NEW OR REVISED MATERIAL IS FLAGGED ON ITEM HEADER. Revised guidance is shown in bold font.

Program ID#: _____ Org. ID#: _____ Visit Date: _____

Assessor ID#: _____ Assessor Last Name: _____

Time of Program Observation: Start Time: _____ End Time: _____

ASSESSORS: Shared spaces to be assessed on this tool include program areas listed below as well as “specials” rooms (such as music) used regularly by the program. Assess all outdoor learning environments (not just those described in more detail on this page), including any public spaces used at least once per week by any and all classes.

Notes Page: Complete global ratings. Written notes are optional.

Program Areas Assessed:			
Check here which areas are assessed on this tool. Write in any areas not already listed.			
How many outdoor learning environment(s):		<input type="checkbox"/> staff lounge	<input type="checkbox"/> indoor gross motor
<input type="checkbox"/> admin. office	<input type="checkbox"/> resource room	<input type="checkbox"/> kitchen	<input type="checkbox"/> storage rooms, sheds
<input type="checkbox"/> lobby	<input type="checkbox"/> bathrooms	<input type="checkbox"/> library	<input type="checkbox"/> nurse’s office
<input type="checkbox"/> corridors/stairwells	<input type="checkbox"/> computer room	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:		<input type="checkbox"/> Other:	

Outdoor Learning Environment(s)			
<i>Include a brief description of each of the outdoor learning environments. This may include a private or public playground, field, footpath or sidewalk, or parking lot.</i>			
<i>An “area” could also be specific parts of a playground or other outdoor space that a particular class uses.</i>			
<i>After identifying discrete areas and the classes that use them, ask: “Is there equipment for outdoor use in this area that is stored in a shed, closet, or rolling cart”? If so, identify which areas utilize which equipment, and ask permission to access the storage space (e.g., have them unlock sheds).</i>			
<i>Select three areas to describe in further detail on page 2 of this tool.</i>			
Outdoor Learning Environments used by this program:		Class(es) Using Area	Owned by program?
Example	Toddler playground off Busy Bees room.	Busy Bees, Turtle Doves; all T classes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Area 1			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 2			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 3			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 4			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 5			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 6			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 7			<input type="checkbox"/> Yes <input type="checkbox"/> No
Area 8			<input type="checkbox"/> Yes <input type="checkbox"/> No

Elements in three outdoor learning environments used by this program: Briefly describe up to three outdoor learning environments below.		
Example Area Number from Page 1: 4		<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> T <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> S
<input type="checkbox"/> stationary climber	<input type="checkbox"/> swings	<input type="checkbox"/> sensory play
<input type="checkbox"/> loose parts	<input checked="" type="checkbox"/> ride-on toys	<input type="checkbox"/> ride-on pathway
<input checked="" type="checkbox"/> slide	<input checked="" type="checkbox"/> garden	<input checked="" type="checkbox"/> gross motor game equipment
<input type="checkbox"/> open spaces	<input type="checkbox"/> dramatic play	<input type="checkbox"/> other:
Area Number from Page 1:		<input type="checkbox"/> I <input type="checkbox"/> T <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> S
<input type="checkbox"/> stationary climber	<input type="checkbox"/> swings	<input type="checkbox"/> sensory play
<input type="checkbox"/> loose parts ¹	<input type="checkbox"/> ride-on toys	<input type="checkbox"/> ride-on pathway
<input type="checkbox"/> slide	<input type="checkbox"/> garden	<input type="checkbox"/> gross motor game equipment ²
<input type="checkbox"/> open spaces	<input type="checkbox"/> dramatic play	<input type="checkbox"/> other: [CREATE FIELD]
Area Number from Page 1 :		<input type="checkbox"/> I <input type="checkbox"/> T <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> S
<input type="checkbox"/> stationary climber	<input type="checkbox"/> swings	<input type="checkbox"/> sensory play
<input type="checkbox"/> loose parts	<input type="checkbox"/> ride-on toys	<input type="checkbox"/> ride-on pathway
<input type="checkbox"/> slide	<input type="checkbox"/> garden	<input type="checkbox"/> gross motor game equipment
<input type="checkbox"/> open spaces	<input type="checkbox"/> dramatic play	<input type="checkbox"/> other:
Area Number from Page 1:		<input type="checkbox"/> I <input type="checkbox"/> T <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> S
<input type="checkbox"/> stationary climber	<input type="checkbox"/> swings	<input type="checkbox"/> sensory play
<input type="checkbox"/> loose parts	<input type="checkbox"/> ride-on toys	<input type="checkbox"/> ride-on pathway
<input type="checkbox"/> slide	<input type="checkbox"/> garden	<input type="checkbox"/> gross motor game equipment
<input type="checkbox"/> open spaces	<input type="checkbox"/> dramatic play	<input type="checkbox"/> other:

¹ **Loose parts:** “Materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials.” (<http://www.letthethechildrenplay.net/2010/01/how-children-use-outdoor-play-spaces.html>).
Examples: stones, stumps, fabric, sticks, buckets, baskets, rope, seedpods.

² **Gross motor game equipment:** Outdoor elements that promote gross motor play involving rules and structure.
Examples: basketball hoop, hop scotch board, obstacle course, sport balls)

Standard 5 – Health		
5.C: Promoting and Protecting Children’s Health and Controlling Infectious Disease		
5C.4 ITPKS		
Scented or unscented candles and air fresheners are not used anywhere in the facility.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples of air fresheners: Potpourri, plug-ins, essential oils, incense, sprays, diffusers, mists.</i>		
Standard 6 – Professional Competencies and Supports		
6.A: Supportive Work Environment		
6A.2 ITPKS		NEW GUIDANCE 2019
There is private or semi-private adult friendly space in the program facility, where staff can take a break away from children.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Private: A space designed for the exclusive use of a particular person or group of people.</i>		
<i>Semiprivate: A space designed for a small number of people.</i>		
<i>Examples of private or semiprivate adult program spaces: Staff break room, nursing room, resource room, conference room, reception area, alcove, open office.</i>		
6A.3 ITPKS		
Staff have a secure place to store their personal belongings.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Secure storage: Belongings are stored in a closet, locker, or drawer out of reach of children.</i>		
6A.4 ITPKS		NEW GUIDANCE 2019 <input type="checkbox"/> N/A
There is suitably sized seating available to adults in the outdoor learning environment.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rate N/A if the program does not use, own, or maintain any outdoor learning environments.</i>		
<i>When assessing multiple outdoor learning environments, rate Yes if at least one of the outdoor learning environments used by children of each age category provides for suitable seating for adults.</i>		
<i>Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.</i>		
6A.5 ITPKS		
Staff can readily access professional planning and curriculum resources.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Examples of professional planning and curriculum resources: Books, computer software, or other planning materials related to curriculum, developmentally appropriate practice, teaching strategies, classroom management, professionalism, ethics.</i>		
Standard 9 – Physical Environment		
9.A: Indoor & Outdoor Equipment, Materials, and Furnishings		
9A.4 I		NEW ITEM LANGUAGE & NEW GUIDANCE 2019
Nursing mothers have a comfortable, private or semiprivate place available to breast-feed and/or pump their breast milk.		<input type="checkbox"/> Yes <input type="checkbox"/> Not <input type="checkbox"/> No Age
<i>Rate Not Age if the program does not serve infants.</i>		
<i>Private: A space designed for the exclusive use of a particular person or group of people.</i>		
<i>Semiprivate: A space designed for a small number of people.</i>		
<i>Examples of private or semiprivate program spaces suitable for nursing mothers: Dedicated nursing room, conference room, infant room, unused office (not administrator’s office), semiprivate space in a staff lounge or resource room.</i>		
<i>Spaces open to through-traffic are not semiprivate.</i>		

9.B: Outdoor Environmental Design

9B.1ITPKS

Outdoor learning environments include three or more natural elements that children can interact with, such as grass, sand, rocks, plants (including gardens), and variations in ground elevation.

☐ Yes☐ No☐ No Opp

When assessing multiple outdoor learning environments, rate Yes if the outdoor learning environments together include three or more natural elements.

Rate No if the group does not utilize any outdoor learning environment at least once a week (including public spaces and private playgrounds).

Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).

Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.

9B.2ITPKSNEW GUIDANCE 2019☐ N/A

Sandboxes are at least half full of sand.

☐ Yes☐ No☐ No Opp

Rate N/A if there are no sandboxes in the outdoor learning environments.

Rate N/A if the program uses, but does not own or control sandboxes (e.g., public park).

Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).

Do not rate sensory tables or sand used as safety surfaces or ground cover.

9B.3ITPKSNEW GUIDANCE 2019

The outdoor learning environment is free from tripping hazards.

☐ Yes☐ No☐ No Opp

Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s). Rate NO if the program does not utilize an outdoor learning environment at least once per week.

Examples of tripping hazards: Exposed concrete footings, abrupt changes in surface elevations, or other man-made elements which can trip children.

9B.4ITPKSNEW GUIDANCE 2019

The outdoor learning environment includes one or more elements that protect children from harmful weather conditions common to the area, such as excessive wind or strong direct sunlight.

☐ Yes☐ No☐ No Opp

When assessing multiple outdoor learning environments, rate Yes if each of the outdoor learning environments offer such protections.

Protection must match the most prevalent adverse conditions (cold, wind, sun) in the local area.

Rate NO if the program does not utilize an outdoor learning environment at least once a week.

Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).

Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.

Examples of weather conditions: Winds, temperature extremes, precipitation, pollution, pollen, high UV Index.

9.C: Building and Physical Design

9C.5ITPKS

The program’s building, grounds, furnishings, and equipment are kept in good repair and are free of hazardous maintenance problems.

☐Yes☐No

Examples of hazardous maintenance problems: Sharp edges, splinters, protruding or rusty nails, missing parts.

9C.6ITPKS

The program’s building and grounds are free of trash and hazardous items.

☐Yes☐No

9.D: Environment Health

9D.2ITPKS

A rough walk-off mat is supplied at the main entrance(s) and all regularly used exits to outdoor learning environments.

☐Yes☐No

9D.3ITPKS

There is a posted sign or notice at the main facility entrance(s) that encourages staff, families, and visitors to wipe or remove their shoes before entering the program facility.

☐Yes☐No

Global Ratings

Make the following global ratings of observation quality. Before rating, consider the specific mid-point and end-point descriptions for each scale. For each item, circle the number that most accurately describes this observation.

Safety of the program environment for children, staff and families	Numerous safety concerns 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Few, minor safety concerns 3 <input type="checkbox"/>	No safety concerns 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Cleanliness of the program environment for children, staff and families	Dirty & unsanitary throughout 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Few unclean areas 3 <input type="checkbox"/>	Clean & sanitary throughout 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Functionality of the program environment for children, staff and families	Facility does not work well for this use 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Few areas of the facility do not work well 3 <input type="checkbox"/>	Facility is optimally designed for this use 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Notes