

## **Section H: Materials and Equipment Checklists in Licensed Child Care Facilities**



# Infant and Toddler Programs Materials and Equipment Checklist

Developmentally appropriate programs for infants and toddlers include activities and materials to support play and learning in a variety of areas. The provision of high-quality open-ended materials and equipment sets the foundation for a responsive and inclusive environment that will nurture and stimulate development of the whole child.

**This checklist must be completed annually and kept on file as part of the Ministerial Requirements for the Daily Program in Licensed Child Care Facilities.** Please complete one checklist for each age group at your facility. The checklist must be kept on file for two years from the date of completion. It is not necessary to send it into the Department of Education and Early Childhood Development for submission.

The Licensing Officer (LO) will verify that you have completed the checklist during your annual licensing inspection and may request to review it at subsequent licensing visits or inspections.

Your Early Childhood Development Consultant (ECDC) may review the checklist with you during a program consultation and can provide you with assistance if you have any questions.

Facility: \_\_\_\_\_

Director/Designate (print): \_\_\_\_\_

Date Completed: \_\_\_\_\_

Signature: \_\_\_\_\_

## Infant and Toddler Checklist/1

### General

The materials and equipment are:

- Available for children to choose and explore during free play.
- Developmentally appropriate and reflect the interests and competencies of the children.
- Easily cleaned and set aside for cleaning. A cleaning schedule is posted and describes the process and expectations for cleaning toys and equipment.
- Organized so that most are easily accessible to children. For example, organized in containers, or baskets on low shelves that can be easily accessed by the children.
- Appropriate to enable children's participation in clean-up. For example, child size brooms, dust pans and a supply of towels/cloths for cleaning with water are available.
- Rotated and presented to children to reflect their emerging interests and developing competencies, keeping favorites to ensure familiarity.
- Stored when not in use so they can be accessed by staff, as needed.
- Culturally diverse, reflecting diversity of gender roles, racial and cultural backgrounds.
- Arranged in the environment to provide a home-like atmosphere for children that is reflective of their lived experiences and families and where they can interact together and find places to be alone.
- No less than 4 cm in diameter. Small toys and items can be choking hazards. Generally, if it can fit through a toilet paper roll, it is too small for children under 3 years old.
- Inclusive of loose parts and open-ended materials that nurture creativity
- Other:

### Art Exploration and Creativity

The following (or alternatives) are available:

- Space for infants to engage in art activities and an area for drying, displaying and storing art
- Paints in a variety of colors and formats. For example:
  - ✓ finger paints
  - ✓ water color paints
  - ✓ liquid tempura
- Painting tools and brushes in various shapes and sizes. For example:
  - ✓ paint brushes with thick, short handles
  - ✓ paint rollers
  - ✓ sponges

### **Infant and Toddler Checklist/2**

- Paper in various sizes, shapes and colors
- Large (beginner) crayons, markers and chalk
- Glue sticks and/or glue pots with brushes/spreaders
- Collage materials and found items. For example:
  - ✓ paper, magazine pictures, wrapping paper
  - ✓ stickers, ribbons, large cotton balls, large pom poms
  - ✓ natural items such as shells, twigs, and stonesOther:

### **Sensory-Rich Activities**

The following (or alternatives) are available:

- Adequate space for engaging with the materials
- Materials and tools for shaping. For example:
  - ✓ play dough, goop, paper mache
  - ✓ clay tools (spreaders, shape cutters, rolling pins)
- Sand, gravel, multi-textured, non-toxic materials presented in sand tables or individual boxes or containers
- Sand toys in various shapes and sizes. For example:
  - ✓ pails, shovels, spoons, containers
  - ✓ toy cars/trucks/diggers
  - ✓ natural and lifelike items such as sea shells, toy insects/animals
- Water-based activities. For example:
  - ✓ water tables, bins
  - ✓ sprinklers, hoses
- Water toys in various shapes and sizes. For example:
  - ✓ buckets, containers, funnels, pumps, tubes, plastic bottles
  - ✓ natural items such as sea shells, rocks, drift wood
  - ✓ dramatic play toys such as dolls, toys and dishes
- Sensory materials. For example:
  - ✓ unscented shaving cream
  - ✓ bubbles, goop
- Various types of tape and textured paper
- Other:

### **Infant and Toddler Checklist/3**

## **Construction (Blocks)**

The following (or alternatives) are available:

- Variety of soft blocks in foam or vinyl
- Variety of commercial and home-made blocks in different shapes/sizes and textures.
  - For example:
    - ✓ cardboard, foam
    - ✓ wooden building blocks
    - ✓ plastic
- Lightweight large blocks. For example:
  - ✓ cardboard or foam blocks
  - ✓ large cardboard boxes
  - ✓ large wooden blocks and hollow blocks, loose materials for construction
- Age appropriate selection of vehicles, toy people/animals and accessories
- Containers to fill and dump
- Other:

## **Language and Literacy**

The following (or alternatives) are available:

- Materials and books displayed on low racks and shelves that are easily accessed
- Comfortable space for infants and toddlers to enjoy time on their own, or with an adult in a small group
- Comfortable furnishings. For example:
  - ✓ child-size soft furniture such as small sofa/armchair
  - ✓ area rug, pillows with washable coverings
- Variety of age-appropriate books that reflect the infants' and toddlers' interests including large and small thick cardboard, cloth and vinyl books that focus on topics such as
  - ✓ babies and toddlers
  - ✓ animals and nature
  - ✓ familiar people, objects and routines
- Puppets, flannel board with props
- Laminated pictures and photos relevant to the infants and toddlers. For example:
  - ✓ their families and pets
  - ✓ familiar places and activities
- Songs and stories on tape/CD/streaming services

Other:

#### **Infant and Toddler Checklist/4**

### **Dramatic and Pretend Play**

The following (or alternatives) are available:

- Child size furnishings (table, chairs, shelving)
- Real and lifelike materials (dishes, utensils, appliances, telephones, artificial plants and flowers)
- Props to support re-enactment of the real-life experiences
  - ✓ variety of dress-up clothes such as shoes/boots, purses, costumes, shirts, dresses, skirts
  - ✓ household items such as pots/pans, woks, chop sticks
  - ✓ water to wash dolls, clean dishes
  - ✓ play foods that reflect the food groups identified in *Eating Well with Canada's Food Guide* and are culturally diverse and representative of the children and families in the program,
  - ✓ art supplies, open-ended and loose materials to use as, or in making, props. For example, play dough, blocks, wheels, gears
- Dolls and accessories that represent diverse cultures. For example:
  - ✓ multi-ethnic dolls, doll clothes, puppets
  - ✓ blankets, crib, stroller
- Play buildings and accessories. For example:
  - ✓ wooden and cardboard boxes that can be transformed into buildings and objects of interest
  - ✓ barn with animals and small props
  - ✓ doll house with furniture and figurines
  - ✓ toy garage with vehicles
- Unbreakable mirror (securely fastened)
- Other:

### **Fine Motor/Manipulatives (Thinking & Reasoning)**

The following (or alternatives) are available:

- Grasping and squeeze toys
- Puzzles (wood, rubber, heavy cardboard, three to eight pieces with and without knobs)
- Rattles, stacking rings, nesting cups
- Cause and effect toys with sounds or responses when buttons are pushed
- Construction sets (large duplo blocks, take apart and put together toys)
- Large peg boards, large lacing cards
- Large beads, thick strings, laces
- Shapes sorters, materials for sorting, matching (variety of textures, shapes and sizes)
- Containers for filling and dumping

Last update: May 2020

Pounding boards with mallets

Other:

### **Infant and Toddler Checklist/5**

## **Music and Movement**

The following (or alternatives) are available:

- Real and home-made musical instruments in a variety of styles. For example
  - ✓ drums, maracas, rhythm sticks, cymbals, shakers and rain sticks
  - ✓ xylophones, tambourines
- Musical toys in a variety of shapes and sizes. For example
  - ✓ toy instruments
  - ✓ musical push/pull toys
  - ✓ music boxes, soft toys with bells/sounds.
- CD/tape player with a variety of CDs/tapes
- Music from a variety of genres, cultures and languages
- Scarves and loose materials for dance/movement
- Gross motor equipment. For example:
  - ✓ low climber with slide, structures for climbing and rocking toys
  - ✓ tunnels, soft mats, cushions, inflatable inner tubes, beach rings, hoops for crawling, jumping and climbing
  - ✓ variety of soft balls in various textures, sizes, and colors. For example
  - ✓ beach balls, cloth balls, nerf balls, textured balls for easy grasping
  - ✓ large and small push, pull toys
  - ✓ low platforms, ramps for setting up simple obstacle/climbing courses
- Ballet Barre and large unbreakable mirror or alternative space for infants to pull themselves up and support their emerging desire to walk and travel around the room
- Other:

## **Science / Nature**

The following (or alternatives) are available:

- Natural objects to explore. For example:
  - ✓ stones, bark, large shells
  - ✓ leaves, driftwood
- Non-toxic plants and flowers
- Living things. For example:
  - ✓ aquariums, worm composting, gardening, bird houses that can be observed
- Lifelike objects. For example:
  - ✓ plastic and rubber insects
  - ✓ animals and plants, that look real
- Pictures, models and photos of interesting items, places and objects.  
For example:
  - ✓ x-rays, factual books
  - ✓ maps, globes

**Infant and Toddler Checklist/6**

- Magnifying glasses, prisms, microscopes, pulleys, levers, smelling pots, feely boxes, sink and float items
- Other:



# Preschool Programs Materials and Equipment Checklist

A developmentally appropriate program for preschool children includes activities in a variety of areas. The provision of developmentally appropriate materials and equipment sets the foundation for a quality and inclusive environment that will nurture and stimulate development of the whole child.

**This checklist must be completed annually and kept on file as part of the Ministerial Requirements for the Daily Program in Licensed Child Care Facilities.** Please complete one checklist for each age group at your facility. The checklist must be kept on file for two years from the date of completion. It is not necessary to send it in to the Department of Education and Early Childhood Development for submission.

The Licensing Officer (LO) will verify that you have completed the checklist during your annual licensing inspection and may request to review it at subsequent licensing visits or inspections.

Your Early Childhood Development Consultant (ECDC) may review the checklist with you during a program consultation and can provide you with assistance if you have any questions.

Facility: \_\_\_\_\_

Director/Designate (print): \_\_\_\_\_

Date Completed: \_\_\_\_\_ Signature: \_\_\_\_\_

## Preschool Checklist/1

### General

The materials and equipment are:

- Available for children to choose and explore during free play.
- Developmentally appropriate and reflect the interests and competencies of the children.
- Easily cleaned and set aside for cleaning. A cleaning schedule is posted and describes the process and expectations for cleaning toys and equipment.
- Organized so that most are easily accessible to children. For example, organized in containers, or baskets on low shelves that can be easily accessed by the children.
- Appropriate to enable children's participation in clean-up. For example, child size brooms, dust pans and a supply of towels/cloths for cleaning with water are available.
- Rotated and presented to children to reflect their emerging interests and developing competencies, keeping favorites to ensure familiarity.
- Stored so they can be accessed by staff, as needed.
- Culturally diverse, reflecting diversity of gender roles, racial and cultural backgrounds.
- Arranged in the environment to provide a home-like atmosphere for children that is reflective of their backgrounds and families and where they can interact together and engage in their own play.
- Inclusive of loose parts and open-ended materials that nurture creativity
- Other:

### Art Exploration and Creativity

The following (or alternatives) are available:

- Space for children to work and an area for drying, displaying and storing art
- Materials organized so they can be easily accessed by children during free play or, when appropriate, stored so they are readily available by staff
- Paints in a variety of colors and formats. For example:
  - ✓ finger paints, liquid tempera, block or disk paints and trays/palettes
- Painting tools and brushes in various shapes and sizes. For example:
  - ✓ paint brushes with thick handles, paint rollers
  - ✓ combs, sponges, toothbrushes
- Paper in various sizes, shapes and colors
- Crayons, markers, chalk, pastels, pencils and color pencils
- Scissors
- Glue (sticks, liquid glue with brushes), staplers, clips, various types of tape and textured contact paper Collage materials and found items. For example:
  - ✓ Paper, magazine pictures, wrapping paper
  - ✓ Stickers, ribbons, cotton balls, pom poms, yarn, pipe cleaners, blocks, popsicle sticks in various sizes
  - ✓ Natural items such as shells, twigs, stones
  - ✓ Scraps of wood, clay, play dough, and plasticine for sculpture, with safe tools for molding/carving
- Other:

## Preschool Checklist/2

### Sensory-rich Activities

The following (or alternatives) are available:

- Clay, plasticine, goop, paper mache, unscented shaving cream, bubbles
- Sand, gravel, multi-textured and non-toxic materials that are presented to the children in sand tables or individual boxes or containers
- Sand toys in various shapes and sizes. For example:
  - ✓ pails and shovels, spoons, containers
  - ✓ toy cars/trucks/diggers
  - ✓ natural and lifelike items such as large sea shells, toy insects/animals
- Water-based activities. For example, water tables, bins, sprinklers, hoses
- Water toys in various shapes and sizes. For example:
  - ✓ buckets, containers, funnels, pumps, tubes, plastic bottles, basters
  - ✓ natural items such as sea shells, rocks, drift wood
  - ✓ dramatic play toys such as dolls, toys and dishes
- Other:

### Construction (Blocks)

The following (or alternatives) are available:

- Variety of blocks in different shapes/sizes and textures. For example:
  - ✓ large and small wooden blocks, hollow blocks, unit blocks in all shapes and sizes
  - ✓ tree blocks, and home-made blocks (cardboard, foam, wood)
- Variety of connectors. For example:
  - ✓ tape, string, glue, nails, contact paper, pulleys
- Paper, pencils, rulers, measuring tapes
- Variety of vehicles, toy people/animals and accessories
- Containers (baskets, buckets) and shelves for storage and display
- Loose materials for building/construction and pretend play such as wooden planks, plastic tubing, springs, hinges
- Other:

### Preschool Checklist/3

## Language and Literacy

The following (or alternatives) are available:

- Materials and books displayed on low racks and shelves that are easily accessed by the children
- Book/quiet area that offers a comfortable space for children to engage in their own play, with an adult or small group
- Comfortable furnishings such as a small sofa/armchair, area rug, pillows with washable coverings, child-size couch, chairs
- Variety of age-appropriate books that reflect the children's interests
- Story books, factual books and reference books, which may include topics such as:
  - ✓ facts and information (animals, community, numbers, shapes, real life experiences)
  - ✓ nature and science (planets, human body/five senses, natural habitats)
  - ✓ social studies/culture (countries around the world, traditions, daily living)
  - ✓ diversity and inclusion (living with special needs, getting along together)
  - ✓ story books and fantasy (pretends stories about people, animals, places)
  - ✓ poetry and rhyming (chants, songs, playful language)
- Laminated pictures and photos that have meaning for the children such as pictures of their families and pets, familiar places and activities
- Puppets, flannel board with props, songs and stories on tapes/CDs
- Games, listening centre with songs and stories on tape/CD, writing areas
- Other:

## Dramatic and Pretend Play

The following (or alternatives) are available:

- Child size furnishings (table, chairs, shelving)
- Real and lifelike materials (dishes, utensils, appliances, telephones, artificial plants and flowers)
- Props to support re-enactment of the real-life experiences
  - ✓ variety of dress-up clothes such as shoes/boots, purses, costumes, shirts, dresses, skirts
  - ✓ household items such as pots/pans and water to wash dolls, clean dishes
  - ✓ play foods that reflect Canada's Food Guide and are culturally diverse and representative of the children and families in the program
  - ✓ art supplies and loose materials to use as, or in making, props. For example, play dough or blocks

### **Preschool Checklist/4**

- Dolls and accessories that represent diverse cultures. For example:
  - ✓ multi-ethnic dolls, doll clothes, puppets
  - ✓ blankets, crib, stroller
- Play buildings and accessories. For example:
  - ✓ barn with animals and small props
  - ✓ doll house with furniture and figurines
  - ✓ toy garage with vehicles
- Unbreakable mirror (securely fastened)
- Adequate space with materials displayed in respectful way and easily accessed by children
- Other:

### **Fine Motor/Manipulatives: Thinking/Reasoning**

The following (or alternatives) are available:

- Puzzles, cause and effect toys
- Construction sets (lego, Meccano, straws & connectors, tinker toys, Lincoln Logs, waffle blocks)
- Beads & string, shape sorters, materials for counting, sorting, matching
- Sewing materials (blunt needles, burlap, thread)
- Gears, nuts and bolts, locks and keys
- Train tracks, race tracks
- Other:

### **Music and Movement**

The following (or alternatives) are available:

- Adequate space and sufficient time to play with materials and equipment
- Real and home-made musical instruments in a variety of styles. For example:
  - ✓ drums, maracas, rhythm sticks, xylophones, tambourines, cymbals, shakers, rain sticks
- Musical toys in a variety of shapes and sizes. For example:
  - ✓ toy instruments, microphones, music boxes, toys with bells/sounds
- music from a variety of genres, cultures and languages
- Scarves and loose materials for dance/movement
- Adequate space for children to explore and freely access materials/equipment
- Tunnels, soft mats, cushions, inflatable inner tubes, beach rings, hoops for crawling, jumping and climbing

### **Preschool Checklist/5**

- Variety of balls in various textures, sizes, and colors. For example:
  - ✓ beach balls, cloth balls, nerf balls
  - ✓ textured balls for easy grasping
- Other:

### **Science and Nature**

The following (or alternatives) are available:

- Natural objects. For example:
  - ✓ stones, bark, shells, leaves, pine cones, acorns, bird nests, feathers, fossils, bone, twig, branches, driftwood
- Living things. For example:
  - ✓ non-toxic plants and flowers, terrariums, aquariums, worm composting, gardens, bird houses that can be observed
- Lifelike objects. For example:
  - ✓ plastic and rubber insects, animals, plants, made to look real
- Pictures, models and photos of interesting items, places and objects. For example:
  - ✓ x-rays, factual books, maps, globes
- Puzzles, games and equipment to support emerging interests in science. For example:
  - ✓ animal habitats, life cycles, seasons and weather
  - ✓ magnifying glasses, scales, prisms, microscopes, pulleys, levers
  - ✓ smelling pots, feely boxes, sink and float items
- Materials are organized and displayed so that children can easily explore them
- Other:

# School Age Programs Materials and Equipment Checklist

A developmentally appropriate program for school age children includes activities in a variety of areas. The provision of developmentally appropriate materials and equipment sets the foundation for a quality, inclusive environment that will nurture and stimulate development of the whole child.

**This checklist must be completed annually and kept on file as part of the Ministerial Requirements for the Daily Program in Licensed Child Care Facilities.** Please complete one checklist for each age group at your facility. The checklist must be kept on file for two years from the date of completion. It is not necessary to send it in to the Department of Education and Early Childhood Development.

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Your Early Childhood Development Consultant (ECDC) may review the checklist with you during a program consultation and can provide you with assistance if you have any questions.

Facility: \_\_\_\_\_

Director/Designate (print): \_\_\_\_\_

Date Completed: \_\_\_\_\_ Signature: \_\_\_\_\_

## School Age Checklist/1

### General

The materials and equipment are:

- Available for children to choose and explore during free play.
- Developmentally appropriate and reflect the interests and competencies of the children.
- Easily cleaned and set aside for cleaning. A cleaning schedule is posted and describes the process and expectations for cleaning toys and equipment.
- Organized so that most are easily accessible to children. For example, organized in containers, or baskets on low shelves that can be easily accessed by the children.
- Appropriate to enable children's participation in clean-up. For example, child size brooms, dust pans and a supply of towels/cloths for cleaning with water are available.
- Rotated and presented to children to reflect their emerging interests and developing competencies, keeping favorites to ensure familiarity.
- Stored when not in use so they can be accessed by staff, as needed.
- Culturally diverse, reflecting diversity of gender roles, racial and cultural backgrounds.
- Arranged in the environment to provide a home-like atmosphere for children that is reflective of their backgrounds and families and where they can interact together and engage in their own play.
- Inclusive of loose parts and open-ended materials that nurture creativity

### Art Exploration and Creativity

The following (or alternatives) are available:

- Adequate space for working and an area for drying, displaying and storing art
- Paints in a variety of colors and formats. For example, finger paints, block or disk tempera paints and trays/palettes
- Painting tools and brushes in various shapes and sizes. For example:
  - ✓ paint brushes, paint rollers, combs, sponges, toothbrushes
- Paper in various sizes, shapes and colors
- Crayons, markers, chalk, pastels, pencils and color pencils
- Scissors, glue (sticks, liquid glue with brushes), staplers, clips, various types of tape, contact paper
- Collage materials and found items. For example:
  - ✓ paper, magazine pictures, wrapping paper, stickers, cotton balls, pom poms, yarn, pipe cleaners, craft blocks and popsicle, sticks in various sizes
  - ✓ natural items and found materials
  - ✓ scraps of wood, clay, play dough, and plasticine for sculpture, with safe tools for molding/carving
- Other:



## School Age Checklist/2

### Sensory-rich activities

The following (or alternatives) are available:

- Clay, plasticine, materials to prepare play dough, paper mache, goop and other mixtures
- Sand, gravel, multi-textured, non-toxic materials available with appropriate containers and tools for mixing
- Pails, shovels, spoons, containers, natural and lifelike items such as sea shells, toy insects/animals
- Water-based activities. For example:
  - ✓ water tables, bins, sprinklers, hoses
- Water toys in various shapes and sizes. For example:
  - ✓ buckets, containers, funnels, pumps, tubes, plastic bottles, basters
- Other:

### Construction (Blocks)

The following (or alternatives) are available:

- Variety of blocks in different shapes/sizes and textures (unit blocks in all shapes and sizes, large hollow blocks, tree blocks, home-made blocks (cardboard, foam, wood, Lego, Meccano)
- Wooden planks, plastic tubing
- Variety of connectors: tape, string, glue, nails, contact paper, pulleys
- Paper, pencils, rulers, measuring tapes
- Variety of vehicles, toy people/animals and accessories
- Containers (baskets, buckets, jars) for storage
- Loose materials for building and pretend play
- Other:

### Language and Literacy

The following (or alternatives) are available:

- Materials and books are displayed and easily accessed by the children
- Book/quiet area that offers a comfortable space for children to enjoy time on their own or with an adult or small group
- Comfortable furnishings such as a sofa/armchair, area rug, pillows with washable coverings, chairs
- Variety of age-appropriate books that reflect the children's interests

### **School Age Checklist/3**

- Story books, factual books and reference books, which may include topics such as:
  - ✓ factual books (animals, community, numbers, shapes, real life experiences)
  - ✓ nature and science (planets, human body/five senses, natural habitats)
  - ✓ social studies/culture (countries around the world, traditions, daily living)
  - ✓ diversity and inclusion (living with special needs, getting along together)
  - ✓ story books and fantasy (pretends stories about people, animals, places)
  - ✓ poetry and rhyming books (chants, songs, playful language)
- Pictures and photos that have meaning for the children. For example, their families and pets, familiar places and activities
- Songs and stories on tapes/CDs
- Games, listening centre with songs and stories on tape/CD
- Writing area with materials and equipment to create books, record stories and songs, document with photos
- Other:

### **Dramatic and Pretend Play**

The following (or alternatives) are available:

- Appropriately sized furnishings (table, chairs, shelving)
- Real and lifelike materials (dishes, utensils, appliances, telephones, toy animals, artificial plants/flowers)
- Props to support re-enactment of the real-life experiences
  - ✓ variety of dress-up clothes such as shoes/boots, purses, costumes,
  - ✓ household items such as pots/pans and water to wash dishes, sweep the floor
  - ✓ play foods that reflect the four food groups identified in *Eating Well with Canada's Food Guide* and are culturally diverse and representative of the children and families in the program
  - ✓ art supplies and loose materials to use as, or in making, props. For example, plasticine, clay, fabric
- Dolls and accessories that represent diverse cultures. For example, multi-ethnic dolls, doll clothes, blankets, crib, stroller
- Play buildings and accessories. For example:
  - ✓ barn with animals and small props
  - ✓ doll house with furniture and figurines
  - ✓ toy garage with vehicles
- Unbreakable mirror (securely fastened)
- Adequate space with materials displayed in a respectful way and easily accessed by children
- Other:

### School Age Checklist/4

## Fine Motor (Thinking and Reasoning)

The following (or alternatives) are available:

- Puzzles, board games, and games
- Construction sets (Lego, Meccano, straws & connectors, tinker toys, Lincoln Logs, waffle blocks)
- Beads & string
- Sewing materials (blunt needles, burlap, thread)
- Gears, nuts and bolts, locks and keys
- Train tracks, race tracks
- Materials and games for counting, sorting, matching
- Other:

## Music and Movement

The following (or alternatives) are available:

- Adequate space and sufficient time to play with materials and equipment
- Real and home-made musical instruments in a variety of styles. For example:
  - ✓ drums, maracas, rhythm sticks, xylophones, tambourines, cymbals, shakers, rain sticks
- Music CDs, books, instruments and posters from a variety of genres, cultures and languages
- Electronic equipment such as video/audio recorders, microphones, speakers, and a stage
- Scarves and loose materials for dance/movement
- Tunnels, soft mats, cushions, inflatable inner tubes, beach rings, hoops for crawling, jumping and climbing
- Variety of balls in various textures, sizes, and colors. For example:
  - ✓ beach balls, cloth balls, nerf balls
  - ✓ textured balls for easy grasping
- Platforms, ramps, equipment for setting up simple obstacle/climbing courses
- Other:

**School Age Checklist/5**

**Science and Nature**

The following (or alternatives) are available:

- Natural objects. For example:
  - ✓ stones, bark, shells, leaves, pine cones, acorns, bird nests, feathers, fossils, bone, twig, branches, driftwood
- Living things. For example:
  - ✓ non-toxic plants and flowers, terrariums, aquariums, worm composting, gardens, bird houses that can be observed
- Lifelike objects. For example:
  - ✓ plastic and rubber insects, animals, plants, made to look real
- Pictures, models and photos of interesting items, places and objects. For example:
  - ✓ x-rays, factual books, maps, globes
- Puzzles, games and equipment to support emerging interests in science.  
For example:
  - ✓ animal habitats, life cycles, seasons and weather
  - ✓ magnifying glasses, scales, prisms, microscopes, pulleys, levers, smelling pots, feely boxes
- Materials are organized and displayed so that children can easily explore them
- Other:

# Outdoor Play Materials and Equipment Checklist

A developmentally appropriate outdoor play program for young children includes activities in a variety of areas both inside and outside. Outdoor play must provide experiences in a variety of similar areas as indoor play (e.g., dramatic, creative, gross/fine motor, sensory, block, and science). The provision of developmentally appropriate materials and equipment sets the foundation for a quality, inclusive environment that will nurture and stimulate development of the whole child.

**This checklist must be completed annually and kept on file as part of the *Ministerial Requirements for the Daily Program in Licensed Child Care Facilities*.** The checklist must be kept on file for two years from the date of completion. It is not necessary to send it in to the Department of Education and Early Childhood Development.

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Your Early Childhood Development Consultant may review the checklist with you during a program consultation and can provide you with assistance if you have any questions.

Facility: \_\_\_\_\_

Director/Designate (print): \_\_\_\_\_

Date Completed: \_\_\_\_\_ Signature: \_\_\_\_\_

## Outdoor Play Checklist/1

### General

The materials and equipment are:

- Available for children to choose and explore during outdoor free play
- Developmentally appropriate and reflect the interest and competencies of the children
- Accessible to all children
- Organized, appropriately stored, and easily accessed by staff
- Safe and maintained in good repair and replaced as required.
- Documentation is available to verify that the licensee completes regular inspections of play structures and ensures that ongoing maintenance and repairs are made as needed. \*
- Other:

*\*Inspection checklists may be obtained from the manufacturer or from another reliable source, for example the Canadian Standards Association "Children's Playspaces and Equipment Standard."*

### Sensory Play

The following (or alternatives) are available:

- Water based activities. For example: water tables, sprinklers, bins, hoses
- Water toys in various shapes and sizes. For example:
  - ✓ buckets, containers, funnels, plastic bottles, tubes
  - ✓ dramatic play toys such as dolls, dishes, animals
- Sand based activities. For example: sand tables, boxes, bins, piles
- Sand toys in various shapes and sizes:
  - ✓ pails, containers, shovels, utensils
  - ✓ cars, trucks, diggers
  - ✓ animals, people, dramatic play props (pots, pans, baking tins)
  - ✓ wood, sticks, stones, rocks, other natural items
  - ✓ Small tables, wooden stumps
- Gardens or dirt for digging and planting and garden tools
- Other:

### Dramatic / Fantasy Play

The following (or alternatives) are available:

- Scrounged materials such as tires, lumber, stumps, cable spools, pipes
- Boxes, crates, hollow blocks, blankets
- Stage for drama, costumes, props
- Steering wheels, hoses, helmets
- Dishes, pots, pans, tables, stools, dolls, dress-up clothes
- Other:

## Outdoor Play Checklist/2

### **Creative / Art Play**

The following (or alternatives) are available:

- Easels (horizontal and vertical) for painting
- Surfaces for drawing, gluing or construction
- Drawing utensils, painting utensils, chalk, pots, brushes, sponges, paper
- Storage for materials (either outside or easily transported from inside)
- Other:

### **Gross Motor Play**

The following (or alternatives) are available:

- Wheeled vehicles. For example: bikes, scooters, wagons, ride-ons
- Large blocks, boxes, baskets, loose parts. For example: tires, planks, boards, stumps, baskets
- Balls, nets, baskets
- Parachutes, hula hoops, skipping ropes, balance boards/beams
- Other:

### **Quiet Play**

The following (or alternatives) are available as appropriate:

- A quiet area that offers a comfortable space for children to enjoy time of their own. For example: benches, arboretums
- A variety of books, magazines, pictures and photos that reflect children's interests
- Puppet theatre, puppets, dolls, play houses, small play people, small play animals

### **Other**

The following (or alternatives) are available as appropriate:

- Awnings, umbrellas, tents, trees, gazebos, play houses, to use for shade, especially when UV conditions are high or very high
- Interesting landscapes/play areas. For example: small hill, grassy areas, rocky areas
- Large open areas for free movement