

2022 NEW OR REVISED MATERIAL IS FLAGGED ON ITEM HEADER. *Revisions are shown in bold font.*

Program ID#: \_\_\_\_\_ Org. ID#: \_\_\_\_\_ Visit Date: \_\_\_\_\_  
MM/DD/YYYY

Assessor ID#: \_\_\_\_\_ Assessor Last Name: \_\_\_\_\_

Time of Program Observation: Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
hh:mm AM/PM hh:mm AM/PM

*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 and indoor gross motor spaces (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.*

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> outdoor learning environment(s) | <input type="checkbox"/> indoor gross motor space(s) | <input type="checkbox"/> staff lounge        | <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:               |

| <b>Outdoor Learning Environment(s) &amp; Indoor Gross Motor Spaces</b>   |  |  |   |
|--|--|--|---|
| <p><i>Include a brief description of each outdoor learning environment and indoor gross motor space. This may include a private or public playground, field, footpath or sidewalk, or parking lot. An "area" could also be specific parts of a playground or other outdoor/indoor space that a particular class uses for gross motor play.</i></p> <p><i>After identifying discrete areas and the classes that use them, ask: "Is there equipment for 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></p> |  |  |   |
| <b>Outdoor/Indoor Gross Motor Spaces:</b>  |  | <b>Class(es) Using Area:</b>   | <b>Owned by program?</b>                                    |
| Area 1   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 2   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 3   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 4   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 5   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 6   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 7   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Area 8   |  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| <b>Outdoor/Indoor Gross Motor Area Characteristics:</b>  |  |  |   |
| <p><i>Briefly describe up to three outdoor learning environments or indoor gross motor spaces below.</i></p>   |  |  |   |
| Area Number from above:  |  | <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 <sup>1</sup>  | <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 <sup>2</sup>   |   |
| <input type="checkbox"/> open spaces   | <input type="checkbox"/> dramatic play | <input type="checkbox"/> other:  |   |
| Area Number from above :   |  | <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 above:  |  | <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:  |   |

<sup>1</sup> **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.letthekidspain.net/2010/01/how-children-use-outdoor-play-spaces.html>).

<sup>2</sup> **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 I T P K S**

Scented or unscented candles and air fresheners are not used anywhere in the facility.  Yes  
 No

*Examples of air fresheners: Potpourri, plug-ins, essential oils, incense, sprays, diffusers, mists.*

**Standard 6 – Staff Competencies, Preparation, and Support**

**6.A: Supportive Work Environment**

**6A.2 I T P K S**

There is private or semi-private adult friendly space in the program facility, where staff can take a break away from children.  Yes  
 No

*Private: A space designed for the exclusive use of a particular person or group of people.*

*Semiprivate: A space designed for a small number of people.*

*Examples of private or semiprivate adult program spaces: Staff break room, nursing room, resource room, conference room, reception area, alcove, open office.*

**6A.3 I T P K S**

Staff have a secure place to store their personal belongings.  Yes  
 No

*Secure storage: Belongings are stored in a closet, locker, or drawer out of reach of children.*

**6A.4 I T P K S**

**NEW ITEM LANGUAGE & GUIDANCE 2022**

There is suitably sized seating available to adults in outdoor **and indoor gross motor spaces**.  Yes  N/A  
 No

*Rate N/A if the program does not use, own, or maintain any or indoor gross motor spaces.*

*When assessing multiple outdoor and indoor gross motor spaces, rate Yes if at least one of the outdoor and indoor gross motor spaces used by children of each age category provides for suitable seating for adults.*

*Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.*

**6A.5 I T P K S**

**NEW ITEM LANGUAGE 2022**

**Educators** can readily access professional planning and curriculum resources.  Yes  
 No

*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.*

**Standard 9 – Physical Environment**

**9.A: Indoor & Outdoor Equipment, Materials, and Furnishings**

**9A.4 I**

Nursing mothers have a comfortable, private or semiprivate place available to breast-feed and/or pump their breast milk.  Yes  Not Age  No

*Rate Not Age if the program does not serve infants.*

*Private: A space designed for the exclusive use of a particular person or group of people.*

*Semiprivate: A space designed for a small number of people.*

*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. Spaces open to through-traffic are not semiprivate.*

**9.B: Outdoor Environmental Design**

**9B.1 I T P K S**

**NEW ITEM LANGUAGE & GUIDANCE 2022**

Outdoor learning environments (or indoor gross motor spaces when no outdoor learning environments are present) 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 outdoor learning environments are present, rate the item assessing only the outdoor space regardless of whether there are indoor gross motor spaces. When indoor gross motor space is used in lieu of any outdoor learning environment, rate as described.*

*When assessing multiple outdoor learning environments/indoor gross motor spaces, rate Yes if the outdoor learning environments/indoor gross motor spaces together include three or more natural elements.*

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

*Rate as No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s), when there are no indoor gross motor spaces.*

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

**9B.2 I T P K S**

**NEW GUIDANCE 2022**

Sandboxes are at least half full of sand.  Yes  N/A  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 N/A of the program has indoor gross motor spaces only and does not use any outdoor learning environments.*

*Rate as 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.3 I T P K S**

**NEW ITEM LANGUAGE & GUIDANCE 2022**

The outdoor learning environment and indoor gross motor space is free from tripping hazards.  Yes  No  No Opp

*Rate as No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s), when there are no indoor gross motor spaces.*

*Rate NO if the program does not utilize an outdoor learning environment and/or an indoor gross motor space 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.4 ITPKS NEW GUIDANCE 2022**

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  N/A  
 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 N/A if the program does not utilize an outdoor learning environment at least once a week.*

*Rate as 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.5 ITPKS**

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.6 ITPKS**

The program’s building and grounds are free of trash and hazardous items.  Yes  
 No

**9.D: Environment Health**

**9D.2 ITPKS NEW ITEM LANGUAGE 2022**

A rough walk-off mat is supplied at **all regularly used** entrance(s) and exits.  Yes  
 No

**9D.3 ITPKS**

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**

*Indicate your level agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.*

|  |   |                                      |                                     |                                   |  |
|--|---|--------------------------------------|-------------------------------------|-----------------------------------|--|
| <p>The program environment is safe for children.</p>               | <input type="checkbox"/><br>Strongly disagree | <input type="checkbox"/><br>Disagree | <input type="checkbox"/><br>Neutral | <input type="checkbox"/><br>Agree | <input type="checkbox"/><br>Strongly agree |
| <p>The program environment is safe for staff.</p>                  | <input type="checkbox"/><br>Strongly disagree | <input type="checkbox"/><br>Disagree | <input type="checkbox"/><br>Neutral | <input type="checkbox"/><br>Agree | <input type="checkbox"/><br>Strongly agree |
| <p>The program environment is safe for families.</p>               | <input type="checkbox"/><br>Strongly disagree | <input type="checkbox"/><br>Disagree | <input type="checkbox"/><br>Neutral | <input type="checkbox"/><br>Agree | <input type="checkbox"/><br>Strongly agree |
| <p>The program environment is clean and sanitary.</p>              | <input type="checkbox"/><br>Strongly disagree | <input type="checkbox"/><br>Disagree | <input type="checkbox"/><br>Neutral | <input type="checkbox"/><br>Agree | <input type="checkbox"/><br>Strongly agree |
| <p>The program facility is optimally designed for its purpose.</p> | <input type="checkbox"/><br>Strongly disagree | <input type="checkbox"/><br>Disagree | <input type="checkbox"/><br>Neutral | <input type="checkbox"/><br>Agree | <input type="checkbox"/><br>Strongly agree |

**Notes**