



Group Child Care Under 36 Months: Furnishings & Equipment Checklist

To complete this form, check off all the items that apply, and write in n/a for those items not applicable. The **Comments** section may be used to list goals and priorities. For more information, consult the booklet **Furnishings & Equipment Guidelines for Licensed Child Care Facilities**, at the pages listed beside each heading.

Key: (i) - equipment primarily for infants (t) - equipment primarily for toddlers (☆) - enhanced
All other equipment listed is appropriate for both infants and toddlers.

Physical Development (pp. 12-18)

LARGE MOTOR/SMALL MOTOR DEVELOPMENT

- cushioned area where infants can safely pull themselves up (i)
- climbing/swinging equipment (adapted if needed):
 - equipment to climb on, crawl through: tunnels, floor cushions, boxes
 - low climber and slide, rocking toys (t)
- push/pull toys
- low riding toys, most without pedals (t)
- games equipment: soft, large balls
- manipulative toys:
 - teething toys, rattles, squeeze toys (i)
 - things to fill and dump, trucks, boats, trains, animals, people
 - spools or large beads to thread (t) ☆
- puzzles: 2-8 piece, varied materials (t)
- soft, washable and lightweight blocks
- large cardboard or plastic blocks (t) ☆
- construction toys: nesting/stacking toys, interlocking blocks

INDOOR/OUTDOOR ACTIVITIES

- access to equipment outdoors as well as indoors

SELF-HELP SKILLS

- child-accessible, labelled, open shelving
- appropriate sized, accessible furnishings
- stool to help child reach toilet, sink, change table (t)

HEALTH AND SAFETY HABITS

- individual equipment for hygiene: personal towels, cups, combs, toothbrushes
- safety equipment, e.g. safety mats

TACTILE DEVELOPMENT

- soft and textured toys and furnishings, varied floor surfaces, toys for "mouthing" and chewing
- bubble-blowing supplies (t)

Intellectual Development (pp. 19-26)

CURIOSITY/ REASONING/ PROBLEM SOLVING

- water play equipment and accessories (t)
- sand/ sensory materials and accessories (t)
- modelling materials (e.g. play dough) and accessories
- science equipment: plants and pets, materials for sorting, counting and measuring (t)
- games, e.g. picture Lotto, dominoes (t)

CLASSIFYING/ ORDERING/ DIRECTION/ SPATIAL RELATIONSHIPS/PERCEPTION

- nesting/stacking toys
- sets of safe objects
- small, safe vehicles
- toys in a variety of colours and shapes
- visually attractive display: pictures, artwork, toys

CREATIVE EXPRESSION

- art equipment and supplies:
 - paper, jumbo crayons
 - equipment and materials for painting, drawing and colouring, cutting, gluing, collage (t)
- music/dance equipment: music, rhythm instruments, props, e.g. scarves
- housekeeping equipment: multi-ethnic/gender dolls and accessories, dishes, furniture, play foods
- imaginative play equipment: dress-up clothes (multi-ethnic, occupational), puppets, props (t)

ENVIRONMENTAL UNDERSTANDING

- natural area: grass, garden
- space to garden
- digging equipment (t)
- recycling box

PHYSICAL DEVELOPMENT

The program has the listed equipment or suitable alternatives to support physical development.

Comments: _____

INTELLECTUAL DEVELOPMENT

The program has the listed equipment or suitable alternatives to support intellectual development.

Comments: _____

Language Development (pp. 27-29)

RECEPTIVE & EXPRESSIVE LANGUAGE SKILLS

- ___ books and storytelling equipment:
 - sturdy board picture books, multi-textured books, puppets; rocker, armchair or couch
- ___ listening equipment:
 - tape/CD player, selection of music and songs from various cultures and genres (e.g. classical, rock, folk), selection of stories on tape or CD

COMMUNICATION

- ___ play telephones

Emotional Development (pp. 30-32)

POSITIVE/ ACCURATE SELF-CONCEPT

- ___ picture/artwork display at children's level
- ___ books containing messages about feelings

EXPRESSING FEELINGS APPROPRIATELY

- ___ soft mats with washable covers
- ___ soft toys, dolls
- ___ soft furnishings: carpets, floor pillows, soft chairs, rocking chair, sheepskins
- ___ soft area where infants can safely roll and pull themselves up (i)

CULTURAL HERITAGE

- ___ pictures, decorations, toys, music and stories from various cultures

LANGUAGE DEVELOPMENT
 The program has the listed equipment or suitable alternatives to support language development.

Comments: _____

EMOTIONAL DEVELOPMENT
 The program has the listed equipment or suitable alternatives to support emotional development.

Comments: _____

Social Development (pp. 33-35)

WORKING COOPERATIVELY & INDEPENDENTLY

- ___ equipment and play props for group time, small group activity centres (t)
- ___ artwork, blocks, and construction equipment in adequate number for group play
- ___ climbing equipment designed with wide slides, platforms for more than one child (t)
- ___ equipment for solitary activities: nook, tent, carpet squares or soft chairs for individual children

EQUIPMENT TO PROMOTE BELONGING

- ___ photographs of children/families
- ___ books/pictures/toys promoting diverse families
- ___ strollers for walks in the neighbourhood

SOCIAL DEVELOPMENT
 The program has the listed equipment or suitable alternatives to support social development.

Comments: _____

Name of Facility: _____

Date: _____ **Completed by:** _____