



# Group Child Care 30 Mo.-School Age: 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.

## Physical Development (pp. 12-18)

### LARGE MOTOR/SMALL MOTOR DEVELOPMENT

- climbing/swinging equipment (adapted if needed):
  - climber, ladder, slide, boxes, planks, tires, balance beam, safety mats, swings, tunnels
- wheeled equipment and accessories:
  - tricycles, riding toys, wagons
- games equipment:
  - assorted balls, bean bags, tumbling mats
- manipulative toys:
  - shape sorters, peg boards, stringing beads, sewing cards, things to fill and dump, trucks, boats, trains, animals, multi-ethnic people
- puzzles: wooden form, inlay, sequence
- blocks: sets of medium/large sizes
- construction toys:
  - nesting/stacking toys, interlocking blocks, accessories, e.g. train with interlocking track

### INDOOR/OUTDOOR ACTIVITIES

- access to equipment outdoors as well as indoors

### SELF-HELP SKILLS

- private storage, accessible coat-hooks
- child-accessible, labelled, open shelving
- appropriate sized/ accessible furnishings
- stool to help child reach toilet, sink, change table

### HEALTH AND SAFETY HABITS

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

### TACTILE DEVELOPMENT

- floor pillows, soft sofa/chairs, varied floor surfaces, bubble-blowing supplies, sensory materials

## Intellectual Development (pp. 19-26)

### CURIOSITY/ REASONING/ PROBLEM SOLVING

- sand/sensory materials and accessories
- water play equipment and accessories
- modelling materials and accessories
- cooking equipment and supplies
- science equipment: plants and pets, magnifying glass, magnets, scales and objects to weigh, sets of animals including dinosaurs, nature collections
- card and board games, memory games

### CLASSIFYING/ ORDERING/ DIRECTION/ SPATIAL RELATIONSHIPS/PERCEPTION

- objects to sort and classify
- materials to string (various sizes, types)
- visually stimulating display: pictures, artwork, toys
- shape sorters, stencils, tracing supplies

### CREATIVE EXPRESSION

- art equipment and supplies:
  - easels, drying rack or space, equipment and materials for painting, drawing and colouring, cutting, gluing, collage, 3-dimensional work
- music/dance equipment: music, instruments, props, e.g. scarves,
- housekeeping equipment: multi-ethnic dolls and accessories, furniture, dishes, foods
- imaginative play equipment: dress-up clothes, puppets, prop kits, unbreakable mirror

### ENVIRONMENTAL UNDERSTANDING

- natural area: grass, garden
- gardening/nature equipment, e.g. trowels, bird feeder
- 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: \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

**Language Development** (pp. 27-29)  
**RECEPTIVE & EXPRESSIVE LANGUAGE SKILLS**

- \_\_\_ books and storytelling equipment:  
    picture and story books; puppets, theatre,  
    and props; felt board and figures; sofa or  
    comfortable chair
- \_\_\_ listening equipment:  
    tape/CD player, selection of music and  
    songs from various cultures and genres (e.g.  
    classical, folk, rock, country), selection of  
    stories on tape or CD

**COMMUNICATION**

- \_\_\_ telephones, walkie talkies, cans and string
- \_\_\_ writing equipment: paper, illustrating materials

**Emotional Development** (pp. 30-32)  
**POSITIVE/ ACCURATE SELF-CONCEPT**

- \_\_\_ picture/artwork display at children's eye level,  
    including various cultures, gender roles and  
    abilities
- \_\_\_ photographs of children
- \_\_\_ unbreakable mirror

**EXPRESSING FEELINGS APPROPRIATELY**

- \_\_\_ carpets, pillows, soft furnishings
- \_\_\_ nook or other quiet space to be alone
- \_\_\_ stuffed toys, dolls
- \_\_\_ safe place to "let off steam"
- \_\_\_ books containing messages about feelings

**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: \_\_\_\_\_  
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\_\_\_\_\_

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

Comments: \_\_\_\_\_  
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\_\_\_\_\_

**Social Development** (pp. 33-35)  
**WORKING COOPERATIVELY & INDEPENDENTLY**

- \_\_\_ equipment and play props for group time, small  
    group activity centres
- \_\_\_ artwork, blocks, and construction equipment in  
    adequate number for group play
- \_\_\_ board and card games and large motor  
    equipment promoting cooperative group play
- \_\_\_ equipment designed with wide slides, platforms  
    for more than one child
- \_\_\_ equipment for solitary activities: space, tent,  
    carpet squares or soft chairs for individual  
    children

**EQUIPMENT TO PROMOTE BELONGING**

- \_\_\_ photographs of children/families
- \_\_\_ books/pictures/toys promoting diverse families  
    and cultures
- \_\_\_ strollers, rope or other provisions for walks in  
    neighbourhood

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

Comments: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**Name of Facility:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Completed by:** \_\_\_\_\_