

## OBSERVATION INSTRUMENT QUICK REFERENCE KEY

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# QUALITY OF EARLY CHILDHOOD CARE SETTINGS (QUEST) CAREGIVER RATING SCALE (ABT ASSOCIATES)

Provider ID: \_\_\_\_\_

Observer: \_\_\_\_\_

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

Time started: \_\_\_\_\_

Time finished: \_\_\_\_\_

Age Groups Being Served:

Group	# At Time of Observation	# Enrolled
Infants(0-17 months)		
Toddlers (18-30 months)		
Preschool (2.5-5 years)		
School-aged (6-12 years)		
<b>Total number all together</b>		

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Caregiver With Children--Caring and Responding</b>					
1	Caregiver <b>shows interest</b> in what children say and do, and listens attentively to them.	1	2	3	
2	Caregiver <b>responds to children's language</b> and babies' vocalizations.	1	2	3	
3	Caregiver <b>has conversations</b> with each child.	1	2	3	
4	Caregiver <b>shows affection</b> to each child, including gentle touch, kind words, special looks.	1	2	3	
5	Caregiver <b>offers children help</b> when needed.	1	2	3	
6	Caregiver <b>acknowledges specific aspects</b> of each child's efforts and accomplishments.	1	2	3	
7	Caregiver <b>accepts children's feelings</b> .	1	2	3	
8	Caregiver <b>recognizes signs of distress</b> in children and responds and comforts them.	1	2	3	
9	Caregiver <b>plays interactively</b> with children.	1	2	3	
10	Caregiver <b>holds babies</b> .	1	2	3	No children under 2

Definitions	
1	Rarely/never pays attention to children/noticeable lack of interest in children
2	Inconsistent attention/interest OR only attention to some children
3	<u>Consistent</u> attention to and interest in children*
1	Rarely/never responsive to children's language/vocalizations
2	Only sometimes responsive to children
3	Consistently responsive verbally or non-verbally to most/all children*
1	No/almost no individual caregiver/child in-depth conversation with most children
2	Individual in-depth conversations with a few/some children
3	Individual in-depth conversations with most/all children*
1	Rarely/never shows affection to children
2	Shows affection to some children but not to others
3	Consistently shows affection to most/all children*
1	Rarely/never notices/offers help, or help is interfering rather than helpful
2	Sometimes notices and offers help OR only notices some children
3	Consistently notices/offers help when needed/does not interfere/force help
1	Rarely/never acknowledges children's efforts
2	Only sometimes acknowledges children's efforts OR only acknowledges efforts of some children
3	Consistently acknowledges each child's efforts
1	Rarely/never accepts children's feelings
2	Sometimes accepts children's feelings/or only feelings of some children
3	Consistently accepts children's feelings/attends to how most/all children feel*
1	Rarely/never recognizes signs of distress/doesn't respond appropriately
2	Sometimes recognizes/responds to signs of distress or only responds to some children
3	Consistently recognizes/responds appropriately to distress for most/all children*
1	No interactive play with children
2	Plays interactively 1-2 times, OR only with some children
3	Plays interactively more than two times with all/most children*
1	Rarely/never holds babies for any reason
2	Holds babies only some of the time/only some babies/only holds babies in distress
3	All/most babies are held both when in distress and other times
Code as NA if no children under 2 years old.	

Relationships and Learning Activities	Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed	Definitions
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\*Note: In setting with 4 or fewer children, code 3 only if caregiver does this with all children;  
in setting with 5 children, code 3 if caregiver does this with at least 4 of 5 children;  
in setting with 6 children, code 3 if caregiver does this with at least 4 of 6 children;  
in setting with 7 or 8 children, code 3 if caregiver does this with at least 5 children.

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Caregiver With Children--Using Positive Guidance and Discipline</b>					
11	Caregiver <b>states needed limits</b> and consequences clearly and calmly.	1	2	3	
12	Caregiver <b>helps children learn to understand/ and express feelings</b> and gain control over impulses.	1	2	3	
13	Caregiver <b>helps children to notice others' needs</b> and feelings.	1	2	3	
14	Caregiver <b>helps children experience the consequences</b> of their own misbehavior when safe.	1	2	3	
15	Caregiver <b>does not force children into activities</b> except during transitions.	1	2	3	
16	Caregiver <b>emphasizes what children should do</b> rather than what they should not do.	1	2	3	
17	Caregiver <b>encourages/helps children resolve conflicts</b> by talking through feelings and solutions.	1	2	3	
18	Caregiver <b>redirects children or introduces a new activity</b> to minimize their frustrations.	1	2	3	
19	Any <b>time out or time away from the group</b> is used to help child gain self-control, not as punishment.	1	2	3	

Definitions	
1 2 3	Needed limits/consequences rarely/never stated OR if stated, not in calm, clear way Needed limits only sometimes stated clearly and calmly Needed limits consistently stated clearly and calmly
1 2 3	Rarely/never helps children understand/express feelings or control impulses by talking Sometimes helps children understand/express feelings OR only helps some children Consistently helps children understand/express feelings and control impulses by talking through feelings, giving alternative strategies for expressing feelings or gaining control
1 2 3	Rarely/never helps children notice others' needs and feelings Sometimes helps children notice others' needs, feelings OR only helps some children Consistently helps children notice others' needs and feelings
1 2 3	Rarely/never lets children experience consequences of misbehavior; imposes arbitrary limits Sometimes helps children experience natural consequences OR only some children Consistently helps children experience natural consequences of their own misbehavior when it is safe to do so.
1 2 3	Often forces children into activities, doesn't let them make choices on own Sometimes forces children into activities rather than letting them decide OR only some Consistently lets children decide their own activities <i>Do not count transitions</i>
1 2 3	Instructions usually/consistently emphasize what children should <b>not</b> do Some instructions emphasize what to do and others what <b>not</b> to do Instructions usually focus on what children <i>should</i> do
1 2 3	Rarely/never helps children resolve conflicts by talking through feelings and solutions; resolves conflicts on her own without involving children Sometimes helps children resolve conflicts by talking; other times solves them herself OR only helps some children Consistently helps resolve conflicts by talking rather than resolving conflicts without input from children.
1 2 3	Rarely/never helps minimize children's frustration by redirecting/introducing new activity Sometimes helps children by redirecting/offering new activity OR only helps some Consistently minimizes children's frustration by redirecting/introducing new activity
1 2 3	Time out used as punishment or time out lasts too long Timeout sometimes used as punishment and sometimes to help child regain control Timeout consistently used in positive manner and for appropriate length of time.

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Caregiver With Children--Supervision</b>					
20	Caregiver <b>can see or hear children</b> at all times or makes sure another adult is monitoring children.	1	2	3	
21	The caregiver's <b>level of supervision is appropriate</b> for each child's age, activities and abilities.	1	2	3	
22	Special supervision is given during <b>potentially hazardous activities</b> , including swimming, water play, woodworking, cooking, field trips.	1	2	3	
23	Use of <b>equipment that restrains</b> children's movement is limited.	1	2	3	No children under 2 yrs

Definitions	
1	There are substantial amounts of time when caregiver cannot see or hear children (excluding children over 6 years)
2	There are a few times when caregiver cannot see or hear all children (excluding children over 6 years)
3	Children 6 years and under can be see or heard at all times etc; there is no time when caregiver is out of range of either seeing or hearing what children are doing <ul style="list-style-type: none"> <li>Children 2 years or under must always be in line of sight when outside</li> <li>Children 6 years or under must be in sight <b>or</b> hearing at all times</li> <li>Other arrangements may be made for children 6 years or older</li> </ul>
1	Supervision is often insufficient for each child's activities and abilities
2	Supervision is sometimes sufficient, but there are times/activities when there should be more supervision (e.g., depending on where children are, materials they are using)
3	Supervision is consistently appropriate for each child's activities and abilities
1	No additional supervision during potentially hazardous activities
2	Additional, appropriate supervision observed during some but not all potentially hazardous activities
3	Additional, appropriate supervision consistently provided during potentially hazardous activities.
1	One or more children are left in restraining equipment for more than 30 minutes in a 2-hour period when they are awake
2	One or more children are left in restraining equipment for more than 20 minutes in a 2-hour period when they are awake
3	Children who are awake are not left in restraining equipment for more than 20 minutes in any 2-hour period

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Caregiver With Children—Does No Harm</b>					
24	Caregiver <b>does not use physical punishment</b> or humiliation.	1	2	3	
25	Caregiver <b>does not handle children roughly</b> .	1	2	3	
26	Caregiver <b>does not criticize</b> , shame, tease, threaten, or yell at children.	1	2	3	
27	Caregiver <b>does not take over or dominate</b> play or exert unnecessary control.	1	2	3	
28	Caregiver <b>avoids power struggles</b> with children.	1	2	3	

Definitions	
1	Physical punishment or humiliation used two or more times or with two children
2	Physical punishment or humiliation observed one time
3	No use of physical punishment (hitting, slapping, smacking, spanking, pinching) or humiliation (criticize, speak degradingly or sarcastically).
1	Multiple children handled roughly (yanking, pulling, etc) OR one child handled roughly two or more times
2	One child handled roughly once
3	No children handled roughly
1	Multiple children/groups of children criticized, shamed, teased, threatened, or yelled at OR one child multiple times
2	One child/group of children criticized, shamed, teased, threatened, or yelled at once
3	No children are criticized, shamed, teased, threatened, or yelled at
1	Tries to dominate or exert unnecessary control over children more than once
2	Tries to dominate or exert unnecessary control over children once
3	Does <u>not</u> try to dominate or exert unnecessary control over children
	( <b>power struggle</b> =ongoing competition for power where each person tries to control/subdue the other)
1	Two or more power struggles or an ongoing struggle with at least one child
2	Power struggle with one child.
3	Power struggles with children consistently avoided. Tries to help children understand why they need to do something they don't want to do.

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Supporting Social Emotional Development</b>					
29	Caregiver provides <b>opportunities for and encourages children to work together</b> and play together, outside of meal times.	1	2	3	Only 1 child in setting
30	Caregiver <b>teaches children about sharing</b> , taking turns, and cooperating with each other, through structured discussion or in everyday situations.	1	2	3	
31	Caregiver teaches and <b>encourages children to help and take care of others, especially any older and more competent children with younger, less competent children.</b>	1	2	3	Only 1 child in setting
32	Caregiver <b>teaches social rules</b> or limits to children, not only in structured discussions but also in the context of everyday activities.	1	2	3	
33	<b>Teasing, bullying, or hurtful behavior</b> is noticed by caregiver, who helps children notice it and stand up for each other/themselves and assures that the outcome is fair and considerate of all.	1	2	3	
34	Caregiver <b>teaches children about community members</b> and their roles, and helps children get to know people in the community.	1	2	3	
35	Caregiver responds factually and respectfully to children's curiosity <b>about people's similarities and differences.</b>	1	2	3	No curiosity observed
36	Caregiver teaches children to <b>take care of the equipment</b> , materials, and the environment.	1	2	3	

Definitions	
1	Provides few (0-1) opportunities and little/no encouragement for children to work/play together (other than meal times)
2	Provides some opportunities and encouragement for children to work/play together OR only encourages some children (other than meal times)
3	Provides many opportunities and encouragement (other than meal times) for children to do things together, not necessarily structured group activities
1	No/almost no discussion/teaching children about sharing, taking turns, cooperating
2	A few discussions/instances of teaching children about sharing, taking turns, and cooperating OR only teaches some children
3	Many discussions/instances of teaching children about sharing, taking turns, and cooperating, not just structured lessons but also using everyday situations
1	Rarely/never teaches, encourages children to take care of others
2	Sometimes teaches and encourages children to take care of others but misses some opportunities, especially if there are children of different ages, levels of competence
3	Uses many opportunities to teach and encourage children to take care of others, especially older and more competent children
1	Rarely/never teaches social rules or limits to children
2	A few instances of teaching social rules or limits but misses some opportunities OR only teaches some children
3	Takes many opportunities to teach social rules or limits to most/all children, not only in structured discussions but also in the context of everyday activities (e.g., on field trips, greeting visitors)
1	Ignores teasing, bullying; rarely/never children stand up for each other/themselves
2	Sometimes helps children notice teasing etc and to stand up for each other, but ignores/fails to notice some of this behavior OR only helps some children
3	Consistently helps children notice teasing etc and stand up for each other/themselves and helps assure fair outcomes
1	Rarely/never teaches children about community members, community roles
2	Takes some opportunities (1-2) to teach children about community members, roles OR only teaches some children
3	Takes many opportunities to teach children about community members, roles
1	Rarely/never responds factually to/ignores children's questions/comments about differences
2	Sometimes responds factually to children's questions/comments about differences but other times either ignores children's curiosity or responds inappropriately OR only responds to some children
3	Consistently responds factually and respectfully to children's curiosity about people's similarities and differences
1	Children rarely/never expected to take care of materials, etc, including not destroying them and cleaning up
2	Children only sometimes expected to take care of materials or only some children expected to take care
3	Consistently teaches children to take care of the equipment etc; takes advantage of opportunities during activities



Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Supporting Play</b>					
37	Caregiver helps children learn to <b>plan their own activities</b> by providing free-choice time when activities are not predetermined.	1	2	3	
38	Caregiver gives children ample <b>opportunities to play</b> , providing a variety of materials/activities for children to choose from to explore their interests.	1	2	3	
39	Caregiver actively <b>supports children's play</b> by observing, offering materials, joining in, or making gentle suggestions as needed.	1	2	3	
40	Caregiver provides time for <b>active physical play every day</b> , either indoors or outdoors.	1	2	3	

Definitions	
1	Rarely/never gives children opportunities to plan and freely choose own activities; always provides children with activities that they have to do
2	Sometimes gives children opportunities to plan/choose own activities but sometimes requires them to follow adult-directed schedule
3	Consistently/regularly gives children opportunities to plan and select own activities, providing support by helping children take turns in activities, try new activities, have time for activities they want to do
1	Children rarely/never given sufficient free-play time (< 60 minutes) over a half-day <b>AND</b> insufficient materials/activities to choose among
2	Children are given <u>either</u> sufficient free-play time (at least 60 minutes) during a half-day period) OR sufficient materials/activities to choose among, but not both
3	Children are given sufficient free-play time (at least 60 minutes) during half-day AND sufficient materials/activities to explore their own interests
1	Rarely/never supports children's play; either ignores what children are doing or tries to exert control over children's play by offering unneeded suggestions, changing directions
2	Sometimes supports children's play but at other times either ignores children, tries to control children's play
3	Consistently supports children's play by observing and providing encouragement and praise or by joining in; does not try to take over the play activity with suggestions unless asked
1	No opportunities for active physical play provided, either outdoors or indoors
2	Opportunities for active physical play, but lasting less than 45 minutes OR only for some children
3	Opportunities for physical play that last at least 45 minutes

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
Supporting Cognitive Development: Instructional Style					
41	Caregiver takes advantage of and builds upon natural learning experiences and <b>teachable moments</b> as they arise.	1	2	3	
42	Caregiver provides <b>activities for all children to engage in</b> at all times. If children are discouraged from one activity (because of age or safety reasons), Caregiver provides alternatives.	1	2	3	
43	Caregiver helps children talk about what they are doing and thinking by asking <b>open-ended questions</b> , i.e., questions that encourage a thoughtful response rather than a brief answer.	1	2	3	No children over 3 years
44	Caregiver helps children learn <b>specific skills and concepts</b> , both cognitive and self-help skills, especially when children show interest or are having trouble with new skills.	1	2	3	
45	When introducing a new activity, caregiver <b>introduces</b> it and orients children about what is involved.	1	2	3	

Definitions	
1	Rarely/never takes advantage of or builds on natural learning experiences; misses opportunities
2	Sometimes takes advantage of/builds on natural learning experiences, but also misses some opportunities OR only builds on natural experiences for some children
3	Consistently takes advantage of and builds upon natural learning experiences and "teachable moments"
1	Frequent instances where children do not have an activity in which to engage; does not offer alternatives for children
2	Some instances when one or more children do not have an activity in which to engage and alternatives only sometimes provided
3	Children consistently have an activity in which to engage and alternative activities provided when needed
1	Rarely/never uses open-ended questions with children 3 years and older
2	Only a few (1-2) open-ended questions or only to some of children 3 yrs and older
3	Multiple instances of open-ended questions about what they are doing and thinking; questions asked of most/all children 3 years and older
1	Rarely/never helps children learn specific skills and concepts when they are ready
2	Sometimes helps children learn specific skills but does not always respond when children indicate they are ready or only some children are helped
3	Consistently helps children learn specific skills and concepts when they are ready, including adaptive and cognitive skills
1	Children are not introduced or oriented to what is involved in new activities.
2	Children only sometimes are oriented to new activities or only some children are given this support
3	Children are consistently introduced or oriented to what is involved in new activities

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Supporting Cognitive Development: Learning Activities and Opportunities</b>					
46	Caregiver provides opportunities and resources for <b>fine motor activities</b> (small interlocking blocks, puzzles, etc).	1	2	3	
47	Caregiver provides opportunities and resources for <b>dramatic play</b> .	1	2	3	
48	Caregiver teaches <b>early math concepts</b> .	1	2	3	
49	Caregiver encourages children <b>to use math</b> in everyday contexts.	1	2	3	
50	Caregiver provides opportunities and resources for <b>construction activities</b> with blocks or other building materials.	1	2	3	
51	Caregiver gives children <b>opportunities to explore the natural and physical environment</b> .	1	2	3	
52	Caregiver provides opportunities and resources for <b>creative activities that are open-ended</b> and child-directed.	1	2	3	
53	<b>Evidence of children's art</b> and other work products is visible or readily available and does not show preference for work that looks realistic or pretty.	1	2	3	

Definitions	
1 2 3	No/almost no opportunities/resources provided for fine motor play for any age Limited number of opportunities/resources provided for fine motor play OR opportunities only for some children Multiple opportunities/resources provided for fine motor play for children of all ages
1 2 3	No opportunities/resources provided for dramatic play for children (costumes/clothing, household items, telephones, etc.) Limited opportunities/resources provided for dramatic play OR opportunities only for some children Multiple opportunities/resources provided for dramatic play for children of all ages
1 2 3	No teaching of early math concepts to children of any age—comparisons, shapes, measurement, etc. Limited teaching of early math concepts OR only to some children Multiple instances of teaching of early math concepts to children of all ages
1 2 3	Little/no encouragement of children to use math in everyday contexts. Some encouragement of children to use math in everyday contexts but misses some opportunities OR only with some but not all children Consistently encourages most/all children to use math in everyday contexts
1 2 3	No/almost no opportunities/resources provided for construction activities for children of any age Limited number of opportunities/resources provided for play OR opportunities only for some children Multiple opportunities/resources provided for fine motor play for children of all ages
1 2 3	No/almost no opportunities provided for children of any age to explore natural world Limited number of opportunities provided for exploring natural world OR opportunities only for some children Multiple opportunities provided for children of all ages to explore natural world
1 2 3	No/almost no creative activities provided or all creative activities are close-ended and caregiver-directed. Some creative activities are open-ended and self-directed, others are not. All/most creative activities are open-ended and child-directed
1 2 3	No examples of children's art visible/available Only a few examples of children's art visible/available OR there is a clear preference for realistic or "pretty" work Multiple examples of children's art visible/available and all children's art treated equally (no preference for pretty or realistic work)

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Supporting Cognitive Development: Learning Activities and Opportunities</b>					
54	Caregiver gives children opportunities to <b>make their own music</b> (chants/finger plays) with their voices or instruments (purchased/home-made).	1	2	3	
55	Caregiver gives children opportunities to <b>dance or move creatively</b> .	1	2	3	
56	Caregiver provides opportunities and resources for <b>sensory play</b> .	1	2	3	

Definitions	
1	No opportunities/resources for children of any age to make their own music
2	Single opportunity/resource for children to make their own music OR only some children provided with an opportunity to make music
3	Multiple opportunities/resources for children of all ages to make music, chants, using voices/instruments
1	No opportunities for children of any age to dance or move creatively
2	Single opportunity for children to dance or move creatively OR only some children provided with an opportunity to dance
3	Multiple opportunities for children of all ages to dance or move creatively
1	No opportunities/resources for children of any age to engage in sensory play (water, clay, sand)
2	Single opportunity/resource for children to engage in sensory play OR only some children provided with an opportunity/resources for sensory play
3	Multiple opportunities/resources for children of all ages to engage in sensory play

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Supporting Language Development and Early Literacy</b>					
57	Caregiver <b>reads</b> to all children every day.	1	2	3	
58	Caregiver <b>encourages children to look at or read</b> books or other forms of print on their own.	1	2	3	
59	Caregiver draws children's attention to <b>the functions and features of print</b> .	1	2	3	No children over 2 years
60	Caregiver draws children's attention to the <b>sounds in words</b> , talks about how letters and letter combinations sound.	1	2	3	
61	When reading to children, caregiver engages them in <b>discussion, asks open-ended questions</b> .	1	2	3	
62	Caregiver engages children in <b>language games, rhymes, songs</b> .	1	2	3	
63	Caregiver encourages children to <b>write letters or words</b> .	1	2	3	No children over 2 years

Definitions	
1	No reading aloud to any children
2	Reads no more than one book (or reads for less than 30 minutes) daily to children of any age OR reads multiple books but only to some children
3	Reads at least 30 minutes daily with most/all children of all ages (alternative arrangements can be made for school-age children)*
1	Rarely encourages children to look at or read books on their own. Books are often not available; reading is rarely suggested
2	Sometimes encourages children to look at or read books on their own. Books are only available some of the time
3	Consistently encourages children to look at or read books on their own. Books are available to children a large portion of the time; reading on own is often suggested
1	Never calls attention to functions/features of print
2	Sometimes calls attention to functions/features of print through high-quality activities OR only for some children
3	Consistently calls attention to functions of print (labeling, naming categorizing, describing) or features of print (directionality, capital versus lower case letters, spaces between words) through high-quality activities
1	Never calls attention to sounds of words over the day for any children
2	Sometimes calls attention to sounds of words over the day using high quality techniques OR only with some children
3	Consistently provides opportunities for most/all children to learn about sounds of letters/words using high-quality techniques-- text with rhymes/alliteration, songs, games that emphasize rhyming syllables in words (e.g., clapping out syllables)
1	Reading aloud: no open-ended questions or extended discussion about book
2	Reading aloud: some questions but usually closed-ended or only require short/one-word answers
3	Reading aloud: consistently engages most/all children in discussion, asks open-ended questions*
1	Never engages children in language games, rhymes, songs
2	Sometimes engages children in language games, rhymes, songs or only does this with some children
3	Engages most/all children in multiple language games, rhymes, songs*
1	Does not encourage children to write letters/words. Any writing is done by caregiver.
2	Sometimes encourages children to write letters/words, but activities are lower quality (tracing, copying, stencils—insisting on conventional letter formation or spelling)
3	Consistently encourages most/all children to write letters/words, including emergent writing, captioning, dictation with caregiver, writing own name on work, bookmaking, journals *

\*Note: In setting with 4 or fewer children, code 3 only if caregiver does this with all children;  
in setting with 5 children, code 3 if caregiver does this with at least 4 of 5 children;  
in setting with 6 children, code 3 if caregiver does this with at least 4 of 6 children;  
in setting with 7 or 8 children, code 3 if caregiver does this with at least 5 children.

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Supporting Language Development and Early Literacy</b>					
64	Caregiver encourages children to use <b>language to communicate ideas and thoughts.</b>	1	2	3	
65	Caregiver <b>includes ELL children in activities and conversations</b> when home is mixed.	1	2	3	All ELL or no ELL children
66	Caregiver encourages <b>ELL children to talk to each other in their native language.</b>	1	2	3	No/only 1 ELL child
67	Caregiver <b>integrates children's native language and English in language and literacy activities.</b>	1	2	3	No ELL children over 36 mos

Definitions	
1	Rarely/never encourages use of language to communicate ideas/ thoughts in different activities. Most adult/child verbal interactions short, about management issues
2	Limited encouragement of use of language to communicate ideas/ thoughts in different activities. Many adult/child verbal interactions short, about management .
3	Consistently encourages use of language to communicate ideas and thoughts over and in different types of high-quality activities--extended discussions; higher-level cognitive operations such as prediction, explanation, developing hypotheses.
1	ELLs segregated from non-ELLs; ELLs discouraged from joining conversations with non-ELLs. Does not appear positive about having ELL children in home.
2	ELLs sometimes segregated from non-ELLs; ELLs sometimes discouraged from joining conversations with non-ELLs. Only sometimes appears positive about having ELL children in home
3	Intentionally includes ELL children in activities; ELLs encouraged to join conversations with non-ELLs. Consistently positive about having ELL children
1	Discourages ELLs from using native language with each other or shows disapproval when ELLs use their native language
2	Allows but does not actively encourage children to use their native language with each other.
3	Consistently encourages ELL children to talk to each other in their native language
1	Does not use both English/ELL language in literacy activities. No bilingual materials
2	Sometimes uses ELL language and English in literacy activities. Some materials used in literacy activities are bilingual and age-appropriate
3	Consistently integrates ELL language/English in literacy activities. Most/all materials used in literacy activities are bilingual and are attractive, age-appropriate

Relationships and Learning Activities		Not True/Rarely True Little/No Evidence	Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable/ Not Observed
<b>Television and Computers</b>					
68	If children <b>watch television or videos</b> or use a computer, the time is limited to no more than 1/2 hour per child. Alternate activities are available for children not watching TV each day.	1	2	3	
69	If children <b>watch television or videos</b> or use a computer, the content is appropriate for children in terms of violence, sex, treatment of minorities, women, etc.	1	2	3	

Definitions	
1	One or more children watch TV or videos for more than ½ hour, or use computers for more than 20 minutes AND no alternative activities available for non-watchers/users.
2	Either one or more children watch TVs or videos more than ½ hour (or 1 full length movie) or use computer more than 20 minutes OR watching is less than 1 hour but no alternative activities available for non-watchers/users.
3	TV or video watching is less than 1/2 hour (or one full-length movie) or computer use is less than 20 minutes for all children and alternate activities are available for non-watchers/users.
1	One or more TV programs, movies, computer/video games are violent, stereotyped, sexually explicit
2	One TV program, movie, computer/video game is not appropriate for the age of children watching it, but not violent
3	No TV program, movie, computer/video game is inappropriate for the age of children watching it--violent, stereotyped, sexually explicit OR no TV, videos, computer, video games observed.

## Summary Rating of Caregiver

For each set of characteristics, circle one number that best represents your overall impression of caregiver.

1	Relaxed/comfortable				Tense
	1	2	3	4	5
2	Harsh/threatening				Gentle
	1	2	3	4	5
3	In control of children				Children out of control
	1	2	3	4	5
4	Tired or weak				Physically robust
	1	2	3	4	5
5	Enjoys children				Does not enjoy children
	1	2	3	4	5
6	Inattentive				Alert
	1	2	3	4	5
7	Patient				Impatient
	1	2	3	4	5
8	Rigid				Flexible
	1	2	3	4	5
9	Involved				Uninvolved
	1	2	3	4	5



Overall Environment		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Space and Comfort					
1	Children can <b>use what they can reach</b> .	1	2	3	
2	There is <b>enough space</b> for children to carry out activities without being cramped.	1	2	3	
3	There is a comfortable quiet <b>place where children can play/sit alone</b> .	1	2	3	
4	Children have a place to <b>use materials without interference</b> from children of other ages. If there are school-age children, there is a quiet place to do homework.	1	2	3	All children same age
5	There is an <b>area for active play</b> , with open space for movement.	1	2	3	
6	For children learning to walk, there is <b>appropriate space to practice walking</b> , to crawl, stand up, or walk holding onto sturdy, low furniture as needed.	1	2	3	No child learning to walk
7	<b>Lighting</b> is bright where children use books, art materials, and manipulatives.	1	2	3	
8	The setting does <b>not smell</b> : including urine, feces, garbage, pets, tobacco smoke, air deodorizers, mildew, other fumes [Not cooking].	1	2	3	
9	The <b>level of background noise</b> in the setting is comfortable, i.e., <u>not</u> uncomfortably loud (music, outside noise).	1	2	3	

Definitions	
1	Few/no materials that children can reach on their own can be used safely
2	Only some materials that children can reach on their own can be used safely
3	Most/all materials that children can reach on their own can be used safely
1	Activities are usually/always cramped/crowded for all children
2	Activities are sometimes cramped/crowded or are crowded for some children
3	Activities are rarely/never cramped/crowded for any children
1	No comfortable, quiet space available to any children who want to be alone
2	Comfortable, quiet space available to some children who want to be alone
3	Comfortable quiet space available to all children who want to be alone
1	Children rarely/never have quiet place free from interference from younger children
2	Children only sometimes have quiet place free from interference from younger children
3	Children usually have a quiet place free from interference from younger children
1	No area for active, physical play (indoors/outdoors) available for any children
2	Area for active, physical play (indoors/outdoors) available for only some children or only sometimes
3	Area for active, physical play (indoors/outdoors) available for all children on regular basis
1	No access to safe, sufficient space for physical movement of children learning to walk
2	Space for physical movement for children learning to walk only available some of the time or is either insufficient or not safe
3	Consistent access to safe, sufficient space for physical movement of children learning to walk
1	Areas to use books, art materials, manipulatives are rarely/never brightly lit
2	Areas to use books, art materials, manipulatives only sometimes are brightly lit
3	Lighting is usually/consistently bright in areas to use books, art materials, manipulatives
1	Unpleasant smells present in most areas of setting
2	Unpleasant smells in some areas of setting
3	No unpleasant smells anywhere in setting
1	Background noise often/usually loud enough to interfere with talking and listening
2	Background noise sometimes sufficiently loud to interfere with talking and listening
3	Background noise usually/consistently comfortable, doesn't interfere with talking

Overall Environment		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
10	<b>Television</b> (inc. videos, movies), <b>radio</b> , <b>tapes</b> are usually off, or there is no television, radio/tape player in the setting.	1	2	3	

Definitions	
1	Television, radio, videotapes/CDs are rarely/never off as "background"
2	Television, radio, videotapes/CDs are sometimes on as "background" for significant amounts of time
3	Television, radio, videotapes/CDs are always off as "background" but may be on for a specific activity

## Adequacy and Safety of Indoor Equipment, Materials

Not True  
Little or No Evidence

Partially/Sometimes  
True  
Some Evidence

Usually/Always True  
Consistent Evidence

Not Applicable

### Equipment and Materials to Support Developmentally-Appropriate Play

11	For children <b>one year or under</b> . <i>SKIP TO Q. 12 IF NO CHILDREN 1 YEAR OR LESS IN SETTING</i>				
11-a	Materials to support <b>fine motor activities</b> (grasping toys, simple puzzles, rattles)	1	2	3	
11-b	Materials to support <b>music and dance</b> (tapes, simple musical instruments such as drums, rattles)	1	2	3	
11-c	Materials to support <b>sensory play</b> (soft stuffed animals, water and sand)	1	2	3	
11-d	Materials to support <b>dramatic play</b> (puppets, telephones, costumes, dolls, large trucks)	1	2	3	
11-e	Materials to support the development of <b>cognitive concepts</b> like shapes, sizes, appearing and disappearing (pop-up boxes, activity boxes, stacking and nesting toys)	1	2	3	
11-f	Materials to support <b>large motor development</b> (push toys, simple riding toys, balls, tunnels, small slides)	1	2	3	

## Definitions

1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate fine motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate fine motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate music/dance activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate music/dance activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate sensory play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate sensory play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate cognitive learning
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate cognitive learning
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate large motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate large motor activities

Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Equipment and Materials to Support Developmentally-Appropriate Play					
12	For children <b>one to three years</b> . <i>SKIP TO Q. 13 IF NO CHILDREN 1 – 3 YEARS IN SETTING</i>				
12 -a	Materials to support <b>fine motor activities</b> (puzzles, stringing toys, snap-together construction materials, large plastic nuts & bolts)	1	2	3	
12 -b	Materials to support <b>creative activities</b> (large markers and crayons, finger paints, paint and large paint brushes, clay)	1	2	3	
12 -c	Materials to support <b>music and dance</b> (tapes, simple musical instruments such as drums, rattles)	1	2	3	
12 -d	Materials to support <b>sensory play</b> (soft stuffed animals, water and sand)	1	2	3	
12 -e	Materials to support <b>dramatic play</b> (puppets, telephones, costumes, dolls, large trucks, smaller transportation toys, pots and pans, small sturdy people and animal figures, pretend worlds such as garages)	1	2	3	
12 -f	Materials to support the development of <b>cognitive concepts</b> like shapes, sizes, appearing and disappearing (simple board games, sorting materials)	1	2	3	
12 -g	Materials to support <b>large motor development</b> (riding toys, balls, tunnels, indoor climbing equipment)	1	2	3	
12 -h	Materials to support <b>construction play</b> (blocks of different sizes)	1	2	3	

Definitions	
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate cognitive learning
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate cognitive learning
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate large motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate large motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate cognitive learning
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate cognitive learning
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate large motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate large motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate cognitive learning
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate cognitive learning

## Adequacy and Safety of Indoor Equipment, Materials

Not True  
Little or No Evidence

Partially/Sometimes  
True  
Some Evidence

Usually/Always True  
Consistent Evidence

Not Applicable

### Equipment and Materials to Support Developmentally-Appropriate Play

13	For children <b>three to five years</b> . <i>SKIP TO Q. 14 IF NO CHILDREN 3-5 YEARS IN SETTING</i>				
13 -a	Materials to support <b>fine motor activities</b> (puzzles of up to 50 pieces, stringing toys, weaving and sewing toys, snap-together construction materials)	1	2	3	
13 -b	Materials to support <b>creative activities</b> (markers and crayons, finger paints, paint and large paint brushes, play dough and clay, safety scissors, paste & glue)	1	2	3	
13 -c	Materials to support <b>music and dance</b> (tapes, simple musical instruments such as drums, rattles)	1	2	3	
13 -d	Materials to support <b>sensory play</b> (soft stuffed animals, water and sand)	1	2	3	
13 -e	Materials to support <b>dramatic play</b> (puppets, telephones, costumes, dolls, large trucks, smaller transportation toys, pots and pans, people and animal figures, pretend worlds such as garages)	1	2	3	
13 -f	Materials to support the development of <b>cognitive concepts</b> like shapes, sizes, appearing and disappearing (board games, sorting materials, computer games)	1	2	3	
13 -g	Materials to support <b>large motor development</b> (riding toys, balls, tunnels, indoor climbing equipment)	1	2	3	
13 -h	Materials to support <b>construction play</b> (blocks of different sizes)	1	2	3	

## Definitions

1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate cognitive learning
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate cognitive learning
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate large motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate large motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate cognitive learning
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate cognitive learning
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate large motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate large motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate large motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate large motor activities

Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Equipment and Materials to Support Developmentally-Appropriate Play					
14	For <b>school-age children</b> . <i>SKIP TO Q. 15 IF NO SCHOOL-AGE CHILDREN IN SETTING</i>				
14 -a	Materials to support <b>fine motor activities</b> (puzzles, weaving and sewing materials, models)	1	2	3	
14 -b	Materials to support <b>creative activities</b> (markers and crayons, finger paints, paint and brushes, clay, pens, cray-pas, colored pencils, scissors, paste & glue)	1	2	3	
14 -c	Materials to support <b>music and dance</b> (tapes, musical instruments)	1	2	3	
14 -d	Materials to support <b>dramatic play</b> (costumes, dolls, transportation toys, people and animal figures)	1	2	3	
14 -e	Materials to support the development of <b>cognitive concepts</b> like shapes, sizes, appearing and disappearing (board games, computer games)	1	2	3	
14 -f	Materials to support <b>large motor development</b> (riding toys, balls, real tools)	1	2	3	
14 -g	Materials to support <b>construction play</b> (blocks of different sizes)	1	2	3	

Definitions	
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate fine motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate fine motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate music/dance activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate music/dance activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate sensory play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate sensory play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate fine motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate fine motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate music/dance activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate music/dance activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate sensory play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate sensory play

Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Equipment and Materials to Support Developmentally-Appropriate Play					
15	<b>Outdoor toys and equipment</b>				
15 -a	There are enough <b>outdoor toys and equipment</b> to engage children <i>one year or under</i> in developmentally appropriate play.	1	2	3	No kids under one
15 -b	There are enough <b>outdoor toys and equipment</b> to engage children <i>1 –3 years</i> in developmentally appropriate play.	1	2	3	No kids under three
15 -c	There are enough <b>outdoor toys and equipment</b> to engage children <i>3 –5 years</i> in developmentally appropriate play.	1	2	3	No preschoo l children
15 -d	There are enough <b>outdoor toys and equipment</b> to engage <i>school-age children</i> in developmentally appropriate play.				No school age children

Definitions	
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate fine motor activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate fine motor activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate music/dance activities
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate music/dance activities
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate sensory play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate sensory play
1	Toys/materials not sufficient in quantity or variety to support developmentally-appropriate dramatic play
2	Toys/materials sufficient in quantity or variety but not both
3	Toys/materials sufficient in quantity and variety to support developmentally-appropriate dramatic play

## Adequacy and Safety of Indoor Equipment, Materials

		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
<b>Equipment and Materials to Support Language and Literacy Development</b>					
16	There are examples of functional print (print for a real-life purpose) for children to see (calendars, charts, lists of names and birthdays, menus, schedules)	1	2	3	
17	There are materials to help children learn to recognize the alphabet (alphabet rug, alphabet chart, stencils, magnetic letters, felt letters, letter cards)	1	2	3	
18	There are materials to help children learn to recognize numerals (number chart, number puzzles, stencils, magnetic numerals)	1	2	3	
19	There are a variety of materials for children to use to practice writing letters and words (alphabet stencils, letter stamps, felt letters, writing utensils—pencils, crayons, markers, chalk, colored pencils, paper to write on—newsprint, lined/unlined white paper, index cards, slate/chalkboard)	1	2	3	No child over 2 yrs
20	There is listening equipment for at least 2 children to listen to tapes and books at the same time.	1	2	3	
21	There is an area for children to sit and read comfortably and quietly.	1	2	3	
22	There are books appropriate in reading level for the ages of children in the setting (from board books, to one word books, to picture books, to chapter books and reference books)	1	2	3	
23	There are books available appropriate for all ages of children to read.	1	2	3	
24	At least some books are displayed so that children can easily see the names and types of books.	1	2	3	
25	The books represent a variety of types—fiction, non-fiction, reference, and poetry.	1	2	3	

## Definitions

1	No examples of functional print on display in the setting
2	1-3 examples of functional print on display in the setting
3	4 or more examples of functional print on display in the setting <i>Count each type of functional print as one example (e. g., multiple labels count as one type, multiple nursery rhyme posters count as one type)</i>
1	No materials/toys accessible/visible that include letters
2	1-3 types of materials/toys accessible/visible that include letters
3	4+ types of materials/toys accessible/visible that include letters <i>Materials must display individual letters rather than letters in combinations or words</i>
1	No materials/toys accessible/visible that include numerals
2	1-3 types of materials/toys accessible/visible that include numerals
3	4+ types of materials/toys accessible/visible that include numerals <i>To be counted, materials must display individual letters rather than let</i>
1	No writing materials accessible to children
2	1-4 types of writing materials accessible to children
3	4+ types of writing materials accessible to children
1	Inadequate listening equipment for even 1 child—equipment is not in working order, or no tapes/CDs of books
2	Adequate listening equipment for only 1 child at once (1 set of headphones; working audio equipment, tapes/CDs and books)
3	Listening equipment for 2 or more children at once
1	No separate area for children to sit and read comfortably/quietly
2	Separate area but only room for 1 child to sit and read comfortably/quietly
3	Separate area where 2+ children can sit and read comfortably/quietly
1	No books available for children to select, read on own
2	Some books available that are appropriate reading level for only some ages of children (board books, 1-word books, picture books, chapter books, reference books)
3	Books available in the setting that are appropriate reading level for all ages
1	0-7 books available for the children to read
2	8-19 books available for the children to read
3	20+ books available for the children to read
1	0-5 books on display in open shelving so that children can easily see titles, types
2	5-9 books on display in open shelving so that children can easily see titles, types
3	10+ books on display in open shelving so that children can easily see titles, types
1	No books available to children or books represent only one type of book
2	Books available to children represent 2-3 varieties of types of books
3	Books available to children represent 4+ types of books



Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Equipment and Materials to Support Language and Literacy Development					
26 -a	There are books written in a language other than English.	1	2	3	
26 -b	If there are English language learners (ELLs) or bilingual children in the setting, there are books written in their home languages.	1	2	3	No ELL/bi- lingual

Definitions	
1	Books are all written in English
2	1-3 books are written in a language other than English
3	4+ books are written in language other than English
1	No books written in the home language(s) of the ELL children
2	1-3 books are written in the home language(s) of the ELL children
3	4+ books are written in the home language(s) of the ELL children

Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Indoor Safety and Health: Home Furnishings and Materials/Equipment					
27	Indoor equipment and materials are in <b>good repair</b> --no splinters, loose or rusty parts, chipping or peeling paint.	1	2	3	
28	Any <b>toy chest</b> is safe [safety hinges and air holes; lid is light or there is no lid].	1	2	3	
29	Any <b>indoor climbing structure</b> , swing or slide that is higher than 36", has soft cushioning materials placed underneath	1	2	3	
30	There are no <b>infant walkers</b> .	1	2	3	
31	Any <b>fireplace, woodstove, or space heater</b> in the setting that is used is safely screened and inaccessible to children	1	2	3	
32	Any <b>electric fan</b> that can be reached by children is mounted high on the wall or ceiling or is guarded to limit the size of the opening in the blade guard to less than 1/2 inch.	1	2	3	
33	Portable, open-flame, and kerosene <b>space heaters</b> and gas stoves are <b>not</b> used for heating, or there are none in the setting.	1	2	3	
34	Any <b>electrical outlet</b> that can be reached by children is covered with a choke-proof, child-resistant device, or is in use.	1	2	3	No children 5 or younger
35	All <b>hot items</b> including adults' beverages are kept out of children's reach.	1	2	3	No children 5 or younger

Definitions	
1	Most indoor equipment/materials are in poor condition
2	Some indoor equipment/materials are in good condition and some are in poor condition
3	All indoor equipment/ materials are in good condition
1	Toy chest is not safe--lid does not have safety hinges or air holes, or is heavy
2	DO NOT USE
3	Toy chest is safe--either no lid or lid with safety hinges /air holes and not heavy <i>Code as "3" if no toy chest</i>
1	Indoor climbing structures higher than 36" do not have cushioning material underneath them
2	DO NOT USE
3	Any indoor climbing structure higher than 36" has cushioning material underneath them (structure is not sitting directly on wood, linoleum, cement floor) <i>Code as "3" if no climbing structure higher than 36"</i>
1	Infant walkers are used in the setting
2	DO NOT USE
3	No infant walkers used
1	Fireplace/woodstove/space heater is accessible to the children and not safely screened
2	DO NOT USE
3	Fireplace/woodstove/space heater not accessible to the children AND safely screened <i>Code as "3" if no fireplace, woodstove, space heater in setting</i>
1	Electric fan accessible to children has openings in the blade guard > 1/2 inch
2	DO NOT USE
3	Any electric fan accessible to children has opening in the blade guard < 1/2 inch or less <i>Code as "3" if no electric fan in setting</i>
1	Portable, open-flame or kerosene space heaters/gas stove is used for heating
2	DO NOT USE
3	Portable, open-flame, or kerosene space heaters/gas stoves in setting never used for heating
1	1 or more electrical outlets not covered with a choke-proof/child-resistant device when the outlet is not in use
2	DO NOT USE
3	All electrical outlets not in use are covered with a choke-proof/child-resistant device
1	Hot items are within reach of children five years or younger
2	DO NOT USE
3	No hot items are ever within reach of children five years or younger

## Adequacy and Safety of Indoor Equipment, Materials

Not True  
Little or No Evidence

Partially/Sometimes  
True  
Some Evidence

Usually/Always True  
Consistent Evidence

Not Applicable

### Indoor Safety and Health: Home Furnishings and Materials/Equipment

36	All <b>windows</b> above ground level in areas used by children are guarded against child falls (Windows can't be opened more than 6", or have safety guards, are opened from the top; or all windows are shut and locked.	1	2	3	No children 5 or younger
37	All <b>latex balloons</b> are kept out of reach of children under 3 years.	1	2	3	No children 3 or younger
38	<b>Small objects</b> (less than 1-1/4 inches in diameter or more than 1/4 inch in diameter) are kept out of reach of children under 3 years.	1	2	3	No children 3 or younger

## Definitions

1	1 or more windows above ground level that can be opened more than 6" from the bottom do not have safety guards
2	DO NOT USE
3	All windows above ground level either cannot be opened more than 6" from the bottom or have safety guards <i>Code as "3" if no windows above ground level</i>
1	Latex balloons are accessible to children two years or younger
2	DO NOT USE
3	No latex balloons are accessible to children two years or younger <i>Code as "3" if no latex balloons in setting</i>
1	1 or more small objects that fail to meet federal small parts standards accessible to children < 3 years
2	DO NOT USE
3	No small objects, toys and toy parts that fail to meet federal standard are accessible to children < 3 yrs

## Adequacy and Safety of Indoor Equipment, Materials

		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
<b>Indoor Health and Safety: Exits and Stairs</b>					
39	Each floor used by children has at least <b>two exits</b> that lead to the ground level.	1	2	3	
40	<b>Indoor stairs</b> with more than 3 steps have railings that are safe and stable and usable by the children (at a height that children can easily hold onto).	1	2	3	
41	All <b>indoor stairs</b> are closed off at top and bottom with secure and safe gates or barriers. [No gates with V-shaped openings large enough to entrap a child's head.]	1	2	3	No child under 3
42	<b>Exits</b> are usable by children, are clearly visible to children, and have unobstructed access is unobstructed.	1	2	3	
43	<b>Bathroom and bedroom doors</b> cannot be locked by children (no locks, or locks can't be reached, or locks can be opened quickly from outside).	1	2	3	
<b>Indoor Health and Safety: Pets</b>					
44	<b>Pets are in good health</b> , even-tempered, and friendly, or they are kept in areas not accessible to children.	1	2	3	
45	<b>Litter boxes, pet food and dishes, and pet toys</b> are kept out of reach of children.	1	2	3	No children 3 or

## Definitions

1	1+ floors used by children has fewer than 2 exits that lead to the ground level
2	DO NOT USE
3	Each floor used by children has at least two exits that lead to the ground level
1	1 or more sets of indoor stairs that children use with > 3 steps fail to meet all safety guidelines
2	DO NOT USE
3	Any set of indoor stairs that children use with > 3 steps meet all safety guidelines <i>Code as "3" if there are no indoor stairs with &gt; 3 steps in areas used by children</i>
1	1 or more indoor staircases do not meet safety standards (gated both ends; safe, secure barriers)
2	DO NOT USE
3	All indoor staircases meet all safety standards (gated both ends; safe, secure barriers) <i>Code as "3" if there are no indoor stairs with &gt; 3 steps in areas used by children</i>
1	1 or more exits fail to meet all safety standards
2	DO NOT USE
3	All exits on each floor of the setting meet all safety standards (usable by children, clearly visible, and have unobstructed access)
1	1 or more doors that are accessible to children have unsafe locks (accessible to children, cannot be opened quickly from the outside)
2	DO NOT USE
3	All doors that are accessible to children have safe locks (no locks or locks that are not accessible to children and can be opened quickly from the outside)
1	1 or more pets accessible to children are in poor health, ill-tempered or unfriendly and they are accessible to children
2	DO NOT USE
3	All pets accessible to children are in good health, even-tempered, and friendly, or they are kept in areas not accessible to children. <i>Code as "3" if there are no pets in setting</i>
1	Pet litter boxes, pet food and dishes, or pet toys are accessible to children three years or younger.
2	DO NOT USE.
3	All pet litter boxes, pet food and dishes, and pet toys are out of reach of children three years or younger <i>Code as "3" if there are no pets in setting</i>

## Adequacy and Safety of Indoor Equipment, Materials

Not True  
Little or No Evidence

Partially/Sometimes  
True  
Some Evidence

Usually/Always True  
Consistent Evidence

Not Applicable

### Daily Routines: Food Preparation, Snacks and Meals, Toileting

46	<b>Food</b> is stored, prepared, and served to children in a <b>sanitary manner</b> . [Utensils/work surfaces thoroughly cleaned after contact with raw eggs/fish/meat/poultry. Fruits/ vegetables served raw are thoroughly washed. Hot foods kept hot and cold foods kept cold until being served.]	1	2	3	
47	Meals and snacks are <b>nutritious</b> . (Meet guidelines provided in instructions.)	1	2	3	
48	Meals and snacks are <b>sufficient in quantity</b> .	1	2	3	
49	Stove and other <b>cooking appliances</b> are used safely or are not used while children are present. [Pot handles turned to back, knobs within reach are removed or covered, children > 3 ft from cooking appliances in use unless closely supervised.]	1	2	3	
50	<b>Dishwashing</b> is sanitary. [Dishes, utensils, cooking/serving items and bottles are washed in a dishwasher; or washed in clean hot soapy water, rinsed in hot water, and air dried; or disposable dishes, cups, utensils are used.]	1	2	3	
51	<b>High chairs</b> meet safety standards. [Wide base or are attached to the table or another stable chair. T-shaped restraint or harness that is fastened when children are in high chair.]	1	2	3	
52	Children <b>sit down to eat</b> meals. Children age 3 or under sit down for snacks and do not walk around with bottles.	1	2	3	

## Definitions

1	Sanitary practices involving food handling rarely/never followed
2	Sanitary practices involving food handling sometimes followed
3	Sanitary practices involving food handling consistently followed
1	Meals and snacks are rarely/never nutritious (non-nutritious snacks include candy, chips, soda, sweetened cereal)
2	Some meals and snacks are nutritious and sometimes not
3	Meals and snacks are consistently nutritious
1	Meals and snacks are rarely sufficient in quantity. Children appear to want more to eat and may not be given seconds if requested.
2	Meals and snacks are sometimes but not always sufficient in quantity.
3	Meals and snacks are usually/consistently sufficient in quantity. Children appear to have appear to have enough to eat or are allowed seconds if requested.
1	Stove/other cooking appliances used when children are present and are rarely/never used safely
2	Stove/other cooking appliances used when children are present and are sometimes used safely
3	Stove/other cooking appliances used when children are present are consistently used safely <i>Note: children may use cooking appliances with careful supervision</i>
1	Dishwashing rarely/never follows sanitary practices
2	Dishwashing sometimes does not follow sanitary practices
3	Dishwashing consistently follows sanitary practices
1	2+ high chairs fail to conform to all safety standards
2	1 high chair fails to conform to all safety standards (others may be safe)
3	All high chairs conform to all safety standards <i>Code as "3" if no high chairs in setting</i>
1	Children rarely/never sit down to eat meals AND children 3 or younger do not sit down for snacks and are allowed to walk around with bottles.
2	Children sometimes sit down to eat meals OR children 3 or younger do not always sit down for snacks and are allowed to walk around with bottles
3	Children always sit down to eat meals, and children 3 or younger sit down for snacks and do not walk around with bottles.

## Adequacy and Safety of Indoor Equipment, Materials

		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
<b>Daily Routines: Food Preparation, Snacks and Meals, Toileting</b>					
53	The provider <b>helps children learn to feed</b> themselves when they are ready or interested, or all children can feed themselves.	1	2	3	No child learning to eat
54	The provider <b>holds children during bottle-feeding</b> and pays responsive attention.	1	2	3	No children less than 1
55	The <b>provider and assistant(s) wash their hands</b> before preparing food, before eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty.	1	2	3	
56	<b>Children wash their hands</b> before helping prepare food, before eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty.	1	2	3	
59	If the provider or assistant(s) has <b>contact with blood</b> , disposable latex non-porous vinyl gloves are worn and contaminated articles are handled according to universal health precautions.	1	2	3	
57	<b>Children's hands are washed</b> with soap and running water and dried with paper towels or personal towels. Or, hand-cleaning gels or wipes may be used.	1	2	3	
58	Children are safe and secure when washing their hands at the sink: a secure step or stool is located in front of sink, or children can reach faucets without a step, or children are held at the sink.	1	2	3	

## Definitions

1	Children are rarely/never assisted in learning to feed themselves when ready or interested
2	Children are sometimes assisted in learning to feed themselves when ready or interested or only some children are
3	Children ready or interested in learning to feed themselves are consistently assisted
1	Babies (< 12 months) rarely/never held during bottle feeding AND caregiver rarely pays responsive attention during feeding
2	Babies sometimes held during bottle feeding OR caregiver rarely pays responsive attention during feeding
3	Babies consistently held during bottle feeding, and caregiver pays responsive attention during feeding (eye contact, talking, responds to baby's noises/ cues)
1	Adults rarely/never wash their hands before preparing food/eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty
2	Adults sometimes wash their hands before preparing food/eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty
3	Adults consistently wash their hands before preparing food/eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty
1	Children rarely/never wash their hands before preparing food/eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty
2	Children sometimes wash their hands before preparing food/eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty
3	Children consistently wash their hands before preparing food/eating, after toileting/diapering/contact with bodily fluids, or when hands are dirty
1	Health precautions rarely/not taken upon contact with blood
2	Health precautions sometimes taken upon contact with blood
3	Health precautions consistently taken upon contact with blood <i>Code as "3" if no adult has contact with blood during observation</i>
1	Children's hands rarely/never washed with soap and running water, dried with paper towels or personal towels (and hand-cleaning gels/ wipes not used in absence of running water)
2	Children's hands sometimes washed with soap and running water, dried with paper towels or personal towels (hand-cleaning gels/ wipes may be used if no water)
3	Children's hands consistently washed with soap and running water, dried with paper towels or personal towels (hand-cleaning gels/ wipes may be used if no water)
1	No secure step/stool located in front of the sinks where children wash their hands but cannot reach faucets, and children not held while they wash their hands
2	Secure step/stool located in front of some but not all sinks where children wash their hands but cannot reach faucets and children not held while they wash their hands
3	Secure step/stool located in front of any sink children use for hand-washing where they cannot reach faucets OR children are held while they wash hands <i>Code as "3" if there are no sinks that children cannot reach without a step.</i>

Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
<b>Daily Routines: Food Preparation, Snacks and Meals, Toileting</b>					
60	The <b>sink is used for food preparation only</b> , or if the sink is also used for hand washing after diapering or toileting, it is cleaned and disinfected after each toileting use.	1	2	3	
61	<b>Diapering and toileting</b> areas are separated from food areas.	1	2	3	No children in diapers
62	The provider keeps one hand on the child when on the <b>changing table</b> , or diapering area is on the floor.	1	2	3	No children in diapers
63	<b>Containers for soiled diapers</b> are plastic-lined and covered, or located out of reach of children.	1	2	3	No children in diapers
64	The <b>provider checks diaper</b> frequently (at least once every 1.5 hours) and changes diapers if child is wet or soiled, except during naps.	1	2	3	No children in diapers
<b>Daily Routines: Rest Time/Napping</b>					
65	Children <b>do not have bottles</b> of milk or juice while lying down or sleeping.	1	2	3	No children using bottles

Definitions	
1	Sink used for food preparation is consistently used for hand washing after diapering/toileting and the sink is not cleaned and disinfected after such use
2	Sink used for food preparation is sometimes used for hand washing after diapering/toileting and the sink is not cleaned and disinfected after such use
3	Sink used for food preparation is rarely/never used for hand washing after diapering/toileting and sink is always cleaned and disinfected after such use.
1	Diapering and toileting areas not separated from food areas
2	DO NOT USE
3	Diapering and toileting areas are separated from food areas
1	Caregiver rarely/never keeps 1 hand on the child when diapering on changing table
2	Caregiver sometimes keeps 1 hand on the child when diapering on changing table
3	Caregiver always keeps 1 hand on the child when diapering on changing table OR diapering is done on the floor
1	Soiled diapers are disposed of in reach of children 3 or younger and are disposed of in containers that are not plastic-lined and covered
2	Soiled diapers are disposed of in reach of children 3 or younger OR are disposed of in containers that are not plastic-lined and covered
3	Soiled diapers are kept out of reach of children three years or younger AND are kept in containers that are plastic-lined and covered
1	Children in diapers are checked every few hours and are not always changed even if wet or soiled, except during naps
2	Children in diapers are checked every 2 hours and may or may not be changed if wet/soiled, except during naps
3	All children in diapers are checked at least once every 1.5 hours and changed if wet/ or soiled, except during naps
1	Children frequently (or 2 or more children) have bottles of milk/juice while lying down/sleeping
2	Children sometimes have bottles of milk/juice while lying down/sleeping OR this is true for some children
3	Children do not have bottles of milk or juice while lying down or sleeping.

Adequacy and Safety of Indoor Equipment, Materials		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Daily Routines: Food Preparation, Snacks and Meals, Toileting					
66	<b>Sleeping arrangements</b> for babies are safe. [Babies are placed on their backs for sleeping, babies' sleeping spaces do not have soft objects (pillow, mattress, comforter, stuffed toy).]	1	2	3	No babies in setting
67	All cribs, portacribs meet current <b>safety standards</b> . [Drop-side latches securely hold sides in the raised position and are not reachable by child in the crib; slats spaced 2-3/8 inches apart; mattress fitted so < 2 fingers can fit between mattress and crib side; minimum height from the top of mattress to top of the crib rail 36"; cribs not used with drop-side down.]	1	2	3	No babies in setting

Definitions	
1	Babies sleeping arrangements are not safe (not safe for any baby)
2	Babies are sometimes placed on backs for sleeping OR sleep spaces have soft objects
3	Sleeping arrangements for babies are safe: babies always placed on backs for sleeping, no soft objects in sleeping areas (pillow, soft mattress, stuffed toy)
1	No/nearly no cribs and portacribs meet current safety standards
2	Some cribs or portacribs do not meet current safety standards
3	All cribs and portacribs meet current safety standards



Outdoor Materials, Equipment, Safety		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Safety of Outdoor Materials and Equipment					
68	Outdoor equipment and materials are in <b>good repair and safe</b> for the ability and levels of the children who use them [Sturdy, no sharp corners or rough edges.]	1	2	3	
69	<b>Outdoor stairs</b> with more than 3 steps have railings that are safe and stable and usable by the children (at a height that children can easily hold onto).	1	2	3	
70	Outdoor play equipment is <b>safely spaced and cushioned to avoid safety hazards</b> for children. [Equipment has safety zone around it; cushioning materials (mats, wood chips, raked soft sand) are installed under climbers, swings, slides, and the fall zones around them.]	1	2	3	
71	<b>Swings</b> are safe. [Clearance area/fall zone extend at least 6' beyond stationary swing; swing hangs at least 30" away from support poles; no pinch points/S hooks on swing seats; hooks at top of swing ropes/chains are closed.]	1	2	3	
72	The <b>sand box</b> is covered when not in use.	1	2	3	
73	A <b>fence or natural barrier</b> encloses the play space, or traffic is not a hazard.	1	2	3	
74	Play space, including neighborhood playground if used, is <b>free of potentially hazardous materials</b> : animal feces, broken glass, trash, building supplies, poisonous/toxic plants, or other injurious material.	1	2	3	

Definitions	
1	Most outdoor equipment/materials are in poor condition
2	Some outdoor equipment/materials are in good condition and some are in poor condition
3	All outdoor equipment/ materials are in good condition
1	1 or more sets of outdoor stairs that children use with > 3 steps fail to meet all safety guidelines
2	DO NOT USE
3	Any set of outdoor stairs that children use with > 3 steps meet all safety guidelines <i>Code as "3" if there are no outdoor stairs with &gt; 3 steps in areas used by children. Standard applies to all outdoor play areas, including public playgrounds</i>
1	Some outdoor play equipment not safely spaced to avoid safety hazards for children
2	DO NOT USE
3	All outdoor play equipment safely spaced to avoid safety hazards for children
1	1 or more swings do not meet all safety standards
2	DO NOT USE
3	All swings meet all safety standards <i>Code as "3" if there are no swings in areas used by children</i>
1	Sand box is sometimes left uncovered when not in use.
2	DO NOT USE
3	Sand box is consistently covered when not in use <i>Code as "3" if there is no sandbox in areas used by children</i>
1	Play space is not enclosed by a fence or natural barrier and traffic is a possible hazard
2	Play space is not enclosed by a fence or natural barrier but traffic is not a hazard
3	Play space is enclosed by fence or natural barrier or traffic is not a hazard
1	Play space has multiple types of potentially hazardous materials
2	Play space not completely free of potentially hazardous materials (1-2 types)
3	Play space completely free of potentially hazardous materials

Outdoor Materials, Equipment, Safety		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Safety of Outdoor Materials and Equipment					
75	Any <b>swimming pool</b> meets all safety standards and is inaccessible to children except when carefully supervised.	1	2	3	
76	Children allowed to play in areas with <b>swimming/wading pools, water play, or any body of water</b> is constantly and carefully supervised.	1	2	3	
77	Children do not have access to and do not use a <b>hot tub or spa</b> , or there are no hot tubs or spas.	1	2	3	

Definitions	
1	Swimming pool(s) do not meet all safety standards and are accessible to children even when there is not careful supervision
2	DO NOT USE
3	Swimming pool(s) meet all safety standards and are carefully supervised <i>Code as "3" if no swimming pools in setting</i>
1	Children ever allowed in areas with body of water without constant supervision
2	DO NOT USE
3	Children never allowed in areas with any body of water without constant supervision <i>Code as "3" if no body of water in areas where children play</i>
1	Any hot tub or spa is not accessible to children and not used by children
2	DO NOT USE
3	Any hot tub or spa is inaccessible to children and is not used by children, regardless of level of supervision.

Dangers		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
<b>Dangerous Situations in Setting</b>					
78	All <b>guns</b> in the house are stored in a locked place inaccessible to the children, or there are no guns in the setting.	1	2	3	
79	All <b>cabinets/cupboards</b> accessible to children under 3 years of age are free of dangerous items or cupboards have a childproof latch.	1	2	3	No children 3 or younger
80	<b>Smoke detectors</b> are installed on each floor where children are cared for and near cooking and children 's sleeping areas.	1	2	3	
81	An approved <b>fire extinguisher</b> is located near the stove and on each floor used by children [approved includes evidence of recent testing or within stated period of use]	1	2	3	
82	<b>Fire evacuation</b> procedures are posted.	1	2	3	
83	There is a <b>first-aid kit</b> readily accessible and well-stocked but out of reach of children [disposable nonporous gloves, sealed packages of alcohol wipes or antiseptic, scissors, tweezers, thermometer, bandages, gauze, syrup of ipecac, cold pack, telephone number of poison control center].	1	2	3	
84	All <b>drugs</b> , prescription or nonprescription, are out of reach of children, or there are no drugs in the setting.	1	2	3	
85	<b>No one smokes</b> when children are present.	1	2	3	
86	All <b>matches and lighters</b> are out of reach of children, or there are no matches or lighters in the setting.	1	2	3	

Definitions	
1	Firearms, pellet or BB guns, darts, or cap pistols on the premises are not locked up, are locked up loaded, or are accessible to the children.
2	DO NOT USE.
3	Any firearms, pellet or BB guns, darts, or cap pistols on the premises are stored unloaded, in a locked place inaccessible to the children. <i>Code as "3" if no evidence of firearms, any types of guns or pistols in setting</i>
1	Cabinets/cupboards accessible to children 3 years of younger contain dangerous items (cleaners, sharp edges, breakable containers) OR do not have childproof latches
2	DO NOT USE
3	All cabinets/cupboards accessible to children 3 years of younger are free of dangerous items OR have childproof latches
1	1 or more floors have no working smoke detector OR no working smoke detectors near cooking areas and children's sleeping areas
2	DO NOT USE
3	At least one working smoke detector on each floor and working smoke detectors near cooking areas and children's sleeping areas
1	No approved fire extinguisher on each floor used by children and near the stove
2	DO NOT USE
3	An approved fire extinguisher near the stove and on each floor used by children
1	Fire evacuation procedures are not clearly posted
2	DO NOT USE
3	Fire evacuation procedures are clearly posted
1	No first-aid kit readily accessible to adults and adequately-stocked
2	DO NOT USE
3	First-aid kit readily accessible to adults, out of reach of children and adequately stocked
1	Prescription or nonprescription drugs can be reached by children
2	DO NOT USE
3	No prescription or nonprescription drugs can be reached by children
1	Children are exposed to tobacco smoke while in setting
2	DO NOT USE
3	No one smokes in the presence of children
1	Children have access to matches or lighters in setting
2	DO NOT USE
3	No matches or lighters are accessible to the children

Dangers		Not True Little or No Evidence	Partially/Sometimes True Some Evidence	Usually/Always True Consistent Evidence	Not Applicable
Dangerous Situations in Setting					
87	All <b>poisons</b> , liquor, tobacco, pesticides, cosmetics, cleaning supplies are locked up or out of reach of children.	1	2	3	

Definitions	
1	Children have access to any of the following: poisons, liquor, tobacco, pesticides, cosmetics or cleaning supplies
2	DO NOT USE
3	All poisons, liquor, tobacco, pesticides, cosmetics, cleaning supplies are locked up or not accessible to children