

Name of Provider: _____ Date of Assessment: _____
 Address: _____ Telephone: _____
 City, State, Zip: _____ E-Mail: _____
 Name of Assessor: _____
 Date of last assessment: _____
 Time in: _____ Time out: _____ # of children present: _____ Is this a follow up visit? _____
 What age group(s) are in attendance? ___ Infant ___ toddler ___ Preschool/School age

Family Childcare Monitoring Tool

(186) **Interaction-Provider/child interaction encourages the language development of children throughout the day's activities in a warm, nurturing, and positive environment.**

- 0 3 6 A. The provider acknowledges infants' vocalizations and sounds, encouraging them to express themselves.
- 0 3 6 B. The provider engages in genuine conversation with children encouraging them to express themselves daily.
- 0 3 6 C. The provider is available and responsive to children, encouraging them to share ideas and feelings. Responses are soothing and tender.
- 0 3 6 D. One on one interaction occurs between the provider and the child throughout the day.
- 0 3 6 E. The provider uses each child's name frequently.
- 0 3 6 F. Names of objects and body parts are used when playing with children.
- 0 3 6 G. When diapering, the provider engages in meaningful conversation with the child, which could include talking about clothing names, body parts and what they are doing.
- 0 3 6 H. The provider extends children's learning by describing what they are doing and asking open-ended questions.
- 0 3 6 I. The provider encourages language development by reading age appropriate books to children on a daily basis.
- 0 3 6 J. Musical experiences are provided daily. Assessor observes the provider and the children engaging in musical opportunities, such as playing classical music, singing with children, dancing with children and/or using musical instruments.

Provider/child interaction encourages the Cognitive and Physical development of children throughout the day's activities in a warm, nurturing and positive environment.

- 0 3 6 A. If infants are present, the provider talks with, holds and plays with the infant while providing a wide variety of experiences. An attempt is made to meet the infant's needs even when the provider is interacting with other children.
- 0 3 6 B. The provider listens to children and respects their play interests, responding to their cues for direction of activities.

- 0 3 6 C. The provider supports children at becoming increasingly independent. Children are encouraged to feed themselves, dress and undress themselves and to use equipment independently.
- 0 3 6 D. Daily experiences are used to help children learn concepts of size, shape, color, numbers and relationships.
- 0 3 6 E. The provider helps children think by talking to the children about sizes, shapes, colors and numbers by asking them questions, such as How many? How big? Which one is different? Which one is the same? Etc.
- 0 3 6 F. If a child has been diagnosed with a special need and the provider has been made aware of it, the provider understands the condition, follows all prescribed treatments, and works with the parents and other specialists as needed.

Provider/child interaction encourages the Social and Emotional development of children throughout the days' activities in a warm, nurturing, and loving environment.

- 0 3 6 A. The provider assists children to be comfortable, relaxed, happy and involved in play and other developmentally appropriate activities.
- 0 3 6 B. The provider's attention is focused on the children.
- 0 3 6 C. Children are nurtured on an individual basis, given warmth and affection in response to their needs. The provider initiates positive interactions with the children through physical gestures such as smiles, hugs, holding, and verbal exchanges at the child's eye level.
- 0 3 6 D. The provider is available and responds quickly to the individual needs of children. Children are comforted and not left to cry. The provider responds comfortingly to children's cries.
- 0 3 6 E. The provider encourages positive social behaviors in children, such as sharing, taking turns, and being courteous to one another.
- 0 3 6 F. Only positive techniques are used during diapering/toileting. Children are never scolded or shamed about toileting or wet diapers/pants. Toilet training is never imposed on children to meet the adult's needs.

The provider uses positive techniques in guiding the children's behavior throughout the day. Points are given if there is no evidence to the contrary.

- 0 3 6 A. Redirection-An example of redirection is guiding children to new activities when they are fighting over a toy or directing them to another play activity when they are engaged in socially unacceptable behavior.
- 0 3 6 B. Positive encouragement is used such as verbal and/or nonverbal, such as facial expressions, nodding and positive language. The provider helps to build the child's self esteem and does not compare children's behavior to one another.
- 0 3 6 C. The provider sets up the environment to prevent potential problems, and positions her/himself strategically for optimum supervision.

- 0 3 6 D. The provider encourages, role models and initiates positive social interactions and assists children to develop alternate means for resolving conflicts.

The provider recognizes the importance of the family and invites verbal and/or written suggestions made by parents/guardians to develop strategies for working together effectively. Evidence can be through observation, provider/family policies and/or interview.

- 0 3 6 A. The provider encourages parents/guardians to visit unannounced any time their children are in care.
- 0 3 6 B. The provider keeps parents/guardians informed, verbally and in writing about what their children do. This happens daily for all age groups.
- 0 3 6 C. The provider has a conference with the child's parent/guardian at least once a year. Together they review the child's progress and set goals for the child. There is signed documentation of the conference by the parent/guardian.
- 0 3 6 D. The provider shares information with parents/guardians about common child-rearing issues such as temper tantrums, child development, biting, toilet training, or signs of infectious diseases, etc.
- 0 3 6 E. The provider has information available to families about community resources that offer services to parents and their children.

Physical Development

(84) The provider's home is welcoming and comfortable with enough materials and experiences to engage children's interests in a variety of ways.

- 0 3 6 A. The indoor environment is clean, attractive and spacious. The toys, walls, carpeting, furniture, beds, mats and bathrooms are clean.
- 0 3 6 B. The areas of the home used by children are welcoming and friendly, providing a family like environment, a small preschool like environment or a combination of the two.
- 0 3 6 C. The environment (toys, equipment, furniture) is arranged so the provider seldom has to say "no" to the children. Children can use what they can reach most of the time.
- 0 3 6 D. The indoor play space is comfortable, with soft elements such as rugs, cushions, pillows, stuffed chairs, rockers, etc.
- 0 3 6 E. Infants and toddlers are given the freedom to move around in the indoor play area and are not restricted to cribs, swings, play pens, infant seats, high chairs, etc. Walkers are not used.
- 0 3 6 F. Older children have a place to use materials without interference from younger children. School age children have a quiet place to do homework if needed.
- 0 3 6 G. The environment includes culturally diverse materials.
- 0 3 6 H. There is no evidence of gender, ethnic or disability bias. The provider does not demonstrate stereotypical expectations of children such as "boys do not play with dolls."
- 0 3 6 I. The furniture used by children is appropriate for their age and size.

- 0 3 6 J. Toys and materials are organized in containers and/or on shelves that allow children to see the options, make choices and take responsibility for returning materials.
- 0 3 6 K. Toys are in good working order and show apparent regular use. Items are duplicated, as needed, to avoid conflict between children.
- 0 3 6 L. The outdoor environment is safe and ready for children to play. Broken equipment has been repaired and the ground is free of trash and debris, fruit, animal feces, ants, etc. Fencing and gates are in good repair.
- 0 3 6 M. The napping area is quiet and well ventilated. It has reduced lighting and a soothing atmosphere.
- 0 3 6 N. Adequate space is set aside for use by children, such as crawling space for infants, play space for toddlers & preschoolers.

Program Planning of Daily Activities

(78) The provider gives opportunities for the children to make choices and explore their own interests.

- 0 3 6 A. The written daily routine of indoor/outdoor time is planned to provide a balance of activities in these dimensions:
 1. Gross Motor 2. Fine Motor 3. Language 4. Creative 5. Discovery/sensory
- 0 3 6 B. The written daily routine is posted where it can readily be seen by parents and visitors.
- 0 3 6 C. There is evidence that the written daily routine is being followed. However, the provider is flexible enough to change the planned or routine activities according to the needs of the children. The provider follows the children's lead, taking advantages of those "teachable" moments.

The daily written routine provides children with developmentally appropriate opportunities through the following experiences:

- 0 3 6 A. Gross motor experiences which could include:
 - 1. Infants/toddlers-reaching, climbing, pushing, pulling, crawling through/under, cruising, throwing, music and movement, etc.
 - 2. Preschool/school age-throwing, jumping, hitting, hanging, climbing, riding, music and movement, etc.
- 0 3 6 B. Fine motor experiences which could include grasping, touching, turning, fitting together, filling and dumping, pounding, tracking, cause and effect, target experience, matching, etc.
- 0 3 6 C. Language experiences that encourage the development of language and communication skills such as talking listening, storytelling, reading, writing experimentation, etc.
- 0 3 6 D. Discovery/sensory experiences could include opportunities for seeing, hearing, tasting, feeling, smelling, observing, problem solving, classifying as well as fluid play, etc.
- 0 3 6 E. Creative experiences allowing children to use their imagination and creativity through a variety of activities such as painting, drawing, molding and squishing, cutting, crafting, etc. Materials should be developmentally appropriate.
- 0 3 6 F. Children have opportunities throughout the day to make choices and explore their own interests.

- 0 3 6 G. Activities and transitions are generally smooth and unhurried; children can usually finish activities at their own pace. Children seem to know what is expected of them by the provider.
- 0 3 6 H. The use of media, such as television, films, videos are discouraged and if used, is limited to developmentally appropriate programming. Children have other choices available.
- 0 3 6 I. Rest time is relaxing and comfortable for children. Non sleepers can have books and quiet toys to play with during rest time.
- 0 3 6 J. Infants and toddlers can nap when they are sleepy. If needed, the provider helps them fall asleep through rocking, patting or soft music.

 Materials and experiences-The provider offers materials and activities that build upon the interests and skills of the children.
(78)

- 0 3 6 A. There are a sufficient number of materials/experiences so that each child in care has a minimum of one available and accessible developmentally appropriate experience in each of these areas of development: gross motor, fine motor, language, discovery/sensory, creative, imaginative play, and self help.

Gross Motor Development

- 0 4 8 B. Children have daily opportunities to practice gross motor skills. *Please note, it is only necessary to mark the functions that apply to the age group(s) that are present.

At least one item from four different functions is available and accessible for each age group in care.
An apparatus with multiple functions that is large enough for more than one child to use can be counted for more than one function.
An item/experience can be listed for more than one age group, but can only count for one function

Infant functions

1. Reaching-activity box, crib gym, etc.
2. Climbing-pillows, foam cushions, indoor slides,etc.
3. Pushing-popper, mower, market basket, stroller, boxes
4. Pulling-stringed pull toys, wagons
5. Crawling through/under-boxes, tunnel, table
6. Cruising-holding onto a table, shelving, chairs. Walkers are not to be used

Toddler Functions

1. Climbing- stairs, small gym, boxes
2. Pushing-doll carriage, mowers, poppers, shopping cart
3. Pulling-stringed pull toys, wagon, etc
4. Crawling through/under-boxes, tunnel, furniture
5. Stacking-boxes, blocks
6. Throwing-soft balls, balled newspaper, bean bags
7. Riding-riding toys, kiddie cars, pony on wheels
8. Rocking-rocking horse, rocking chair, rocking boat

Preschool, School Age Functions

1. Throwing-balls, Frisbees, ring toss, horseshoes
2. Jumping-hoola hoops, jump ropes, basketball, hopscotch
3. Hitting-bats, tennis racquets, badminton, ping pong
4. Hanging-monkey bars, jungle gym, rings
5. Climbing, swinging/sliding-climbers, a multi function apparatus
6. Balancing-balance beam, board, painted lines

Fine Motor Development

- 0 4 8 C. Children have daily opportunities to practice fine motor skills.

At least one item from four different functions is available and accessible for each age group in care. An item/experience can be listed for more than one age group, but can only count for one function.

Infant Functions

1. Grasping-clutch balls, bean bags, rattles, small blocks
2. Touching-textured items, feely books, water play
3. Turning-activity boxes, toys with turning knobs
4. Fitting together-large snap beads, stacking/nesting toys
5. Filling and dumping-containers with objects
6. Pounding-pounding bench, plastic bowls and large plastic spoons, xylophone
7. Tracking-anything that moves
8. Cause and effect-pop up flip box, jack in the box
9. Target experience-shape sorter, stacking rings, giant pegs and peg boards

Toddler Functions

1. Grasping-squeeze toys, small stuffed animals, cups, spoons, bean bags
2. Pounding-pounding bench, xylophone, boxes and spoons, pots, pans and large plastic spoons
3. Turning-telephone dials, toys with turning knobs, toy radio, containers with screw lids
4. Fitting together-puzzles, large pop beads
5. Filling and dumping-sand and water, containers with objects
6. Pouring-sand and water play
7. Cause and effect-busy box, jack in the box
8. Target experience-shape sorter, giant pegs and peg boards, stacking rings
9. Stacking/nesting-stacking rings, nesting toys, rings, boxes
10. Matching-any sets of objects that can be matched by characteristics, such as color, shape, size.

Preschool/school age functions

1. Sorting/classifying-items that can be sorted or classified by color, shape, lotto games, file folder games
2. Matching-objects that can be matched by characteristics, pegs and peg boards, puzzles, file folder games, card games

3. **Math readiness-beads and laces, sequence puzzles or boards, patterning activities, file folder games, measuring cups and spoons with things to measure, carpentry**
4. **Eye/hand coordination- pegs and peg boards, puzzles, lacing sets, blocks, tracking mazes, sewing**
5. **Stacking/nesting-items that can be stacked or that nest inside one another**

Language Development

0 4 8 D. The provider helps children develop language skills through exploration, books and verbal interactions

At least one item from the four different functions is available and accessible for each age group in care. An item/experience can be listed for more than one age group, but can only count for one function.

Infant Functions

1. **Reading exploration-cloth books, hard cardboard books, plastic books, provider made books**
2. **Looking-mobiles which are safely out of reach, hand held mirrors, pictures, action toys, bright colorful wall hangings within eye contact of the infant.**
3. **Talking-dolls, telephones, puppets, pictures, photographs**
4. **Listening-cds and/or tapes with cd/tape player, music boxes, rattles, squeak toys**

Toddler Functions

1. **Reading exploration-cloth books, hard cardboard books, plastic books, provider made books**
2. **Looking-mobiles which are safely out of reach, pictures, age appropriate colorful wall hangings within eye contact of the toddler, small hand held mirrors with safety glass, magazines, flannel board with accessories, pets, action toys, photographs**
3. **Talking-dolls, puppets, telephones, books, pictures, flannel boards with accessories, photos**
4. **Listening-cds and/or tapes with cd/tape player, musical instruments, music boxes, toy radio, squeak toys**

Preschool/school age functions

1. **Reading exploration-big books, quality literature books, children's story books, provider made books, books made by children**
2. **Talking-puppets, flannel board with accessories, telephones, small hand held mirror**
3. **Listening-puppets, flannel board with accessories, cds/tapes and cd/tape player**
4. **Writing experimentation-writing materials that encourage scribbling, drawing, copying, invented spelling**
5. **Reading readiness-file folder games, sequencing puzzles, patterning activities, story sequencing, shape sequencing, computers with appropriate software**

Discovery/Sensory Experiences

0 4 8 E. The children have a variety of experiences available to them using their senses on a daily basis.

At least one item from each of the following functions is available and accessible for each age group in care. An item/experience can be counted for more than one age group, but can only count for one function.

Toddler, Preschool, School Age functions

1. Observing-magnifying glass and things to look at, pets, natural substances such as shells, rocks, gourds or pine cones, mirrors
2. Exploring-fluid play experience such as sand, water, rice with appropriate accessories.
3. Sensory-items you can smell, touch, taste, hear
4. Problem solving-simple experiments such as sink/float, magnets with things to pick up, scale with things to weigh, nesting cups, counting frames/experiences

Creative Experiences

- 0 4 8 F. The provider offers daily opportunities for the children to use their imagination and creativity through a variety of materials and activities

At least one item from each of the following functions is available and accessible for each age group in care. An item/experience can be counted for more than one age group, but can only count for one function. There is evidence of daily use of creative materials by observation and/or children's work.

Toddler, Preschool, School Age functions

1. Stroking-items/experiences that support the stroking motion, such as easel painting with appropriately sized brushes and paper, easel drawing with crayons, chalk, markers
2. Smearing-non-toxic shaving cream, paint, paste or glue, finger paint
3. Molding/squishing-play dough and accessories, non toxic shaving cream, sponges, finger paint, goop.
4. Drawing/scribbling-appropriately sized crayons, markers, chalk and appropriately sized paper
5. Tearing/cutting-scissors, magazines, newspaper, wallpaper, tissue paper
6. Crafting-collage items with paste/glue and appropriately sized paper

Imaginative Play

- 0 4 8 G. Children have daily opportunities to become involved in imaginative/pretend play.

At least one item from each of the following functions is available and accessible for each age group in care. An item/experience can be counted for more than one age group, but can only count for one function.

Toddler, Preschool, School Age functions

1. Cooking-stove with accessories, sink with accessories, refrigerator with accessories, picnic basket with accessories
2. Family living-table and chairs, telephones, cleaning items, iron and ironing board, doll furniture
3. Nurturing-soft bodied or washable vinyl/rubber multi-cultural baby dolls with simple removable doll clothes, accessories for caretaking, feeding, diapering, sleeping
4. Dressing up-dress up clothes for men and women with accessories such as hats, ties, purses, shoes, briefcases, props for acting out different occupations, costumes for fantasizing

Self Help

- 0 4 8 H. The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready.

Outdoor Experiences

- 0 2 4 I. There is a minimum of two play experiences per child. The play area has open space for active movement, some play equipment and materials and places for open ended explorations.
- 0 2 4 J. There are developmentally appropriate outdoor toys and experiences for infants, toddlers
1. Gross motor-activity gyms, small slide, toys to reach for, push-pull toys, tunnels.
 2. Fine motor-grasping items, water play, sand play, filling and dumping, pounding, tracking, target experiences, Cause and effect
- 0 2 4 K. Outdoor play equipment includes a minimum of two developmentally appropriate gross motor opportunities such as swinging, sliding, climbing, balancing, riding, throwing.
- 0 2 4 L. At least one creative opportunity is provided for each age group such as water play with toys, sand play with toys, easel painting, water painting, sidewalk chalk, provider and children blowing bubbles, music experiences, outdoor gardening, toys or props that stimulate imaginative play.

Health and Hygiene-The physical environment promotes good health for each child.

(26)

- 0 1 2 A. Toys and surfaces are cleaned and disinfected as needed. Toys that are mouthed are picked up and put aside for sanitizing.
- 0 1 2 B. The provider has an illness policy defining mild symptoms with which children may remain in care and more severe symptoms that require notification of parents or an emergency contact to pick up the child.
- 0 1 2 C. Each child's bottles, cups and /or pacifiers are either color coded or labeled with the child's name
- 0 1 2 D. Bottles are not placed in cribs at any time. Children who drink from bottles do so with their heads elevated in order to help prevent ear infections, tooth decay, choking and thrush (bottle mouth)
- 0 1 2 E. The child's environment is free from noxious odors.
- 0 1 2 G. The provider attends to the child's needs (diaper changing, soiled clothing, cleaning faces and hands) promptly.
- 0 1 2 H. If a child is ready to begin self toileting, the provider assists the child using only positive techniques.
- 0 1 2 I. The provider and children (including infants) wash their hands before meals and snacks and after toileting. The provider also washes his/her hands after nose wiping.

- 0 1 2 J. Children have individual personal hygiene items such as combs, brushes, toothbrushes, bibs, bottles, towels, washcloths and bedding.
- 0 1 2 K. All floors used by the children are kept clean by sweeping, vacuuming, and/or mopping as often as necessary.
- 0 1 2 L. The parents are informed of any pets in the home before enrollment.
- 0 1 2 M. If there are pets, they are in good health, appear even tempered and friendly, or they are kept in areas not accessible to children.
- 0 1 2 N. Litter boxes, pet food and dishes as well as pet toys are kept out of the reach of children.

Nutrition-Mealtime is a pleasant social and learning experience for the children.

(16)

- 0 1 2 A. Drinking water is available at all times and is offered to children throughout the day.
- 0 1 2 B. Special nutritional needs of children are posted in a conspicuous place in the kitchen.
- 0 1 2 C. The provider feeds infants when they are hungry. Infants younger than 8 months old are held when being bottle fed. The provider is attentive and responsive to infants during feeding time.
- 0 1 2 D. Mealtime is a relaxed and pleasant social experience. Children are not rushed while eating.
- 0 1 2 E. Children always sit down for meals and snacks. They do not walk around with food, drink or bottles.
- 0 1 2 F. Children are given the opportunity to feed themselves with food that is appropriately sized.
- 0 1 2 G. Children are encouraged to taste new foods, but they do not have to eat anything they do not want.
- 0 1 2 H. Appropriate feeding practices are in place. Children sit in appropriately sized chairs/high chairs for meals and snacks. Appropriate eating and drinking utensils are introduced and used.

Business Practices-The provider has established business contracts and policies

(34)

- 0 2 4 **A. The provider follows an enrollment process that facilitates an exchange of information between the provider and the family, working to assure a trusting relationship. Discussion included a description of the program and policies as well as family values and wishes around such topics as eating, sleeping, toileting, and discipline.**
- 0 3 6 **B. The provider has a signed child care contract/agreement with each family which includes the terms for hours, fees, payment schedule, provider's and child's vacation policies, provider's and child's sick leave and absences policies, responsibility for alternative care and termination.**
- 0 2 4 **C. The provider gives written policies to parents/guardians which include the terms for substitute care arrangement, persons authorized to pick up the child, illness, administering medications, emergencies, guidance and discipline policies, parent conferences and visits and transportation and/or field trips.**
- 0 2 4 **D. The provider gives the parents/guardians receipts upon payment of fees and his/her social security number or tax identification number**
- 0 2 4 **E. Documentation of attendance/absences is maintained daily.**
- 0 3 6 **F. The provider has a current Family Daycare registration or license posted in a conspicuous place.**
- 0 3 6 **G. The provider participates in early childhood screening and/or assessments of the children in care, and shares the results with parents/guardians as part of the overall planning for the child's progress.**

Bonus Points

(18)

- 0 3 6 **A. The provider is involved with professional groups or associations, such as family daycare associations, a local, state or national early childhood association.**
- 0 3 6 **B. The provider has a CDA or its equivalency or and AA degree or higher in early childhood.**
- 0 3 6 **C. The provider has been awarded the Quality Gold Seal Certificate by the State of Florida Department of Children & Families**

Monitoring Summary

		Initial Visit	%	Follow up Visit	%
Interaction	186				
Physical Environment	84				
Program Planning	78				
Materials & Equipment	78				
Health/Hygiene	26				
Nutrition	16				
Business Practices	34				
Total	502				
Bonus Points	18				
Total	502				

 (Provider Name)
 acknowledge the receipt of the Wesley House Family Services Family Daycare
 Monitoring.

 Monitor's signature

 Date

 Provider's Signature

 Date