

From the Creative Curriculum Environmental Checklist

Responsive Environment

A. Overall Indoor Physical Environment

<i>For All Age-Groups</i>	<i>(Explain)</i>	<i>(Goal- who, when, how?)</i>
1. Are there spaces for greetings, diapering and toileting, food preparation and eating?		
2. Is there space for children to play actively and quietly, and to play individually and in small groups?		
3. Do routine care and experiences take place near needed resources? (e.g. diaper changing near sink, art activities near sink)		
4. Does the environment include soft, cozy elements and homelike touches? (e.g. low lofts with ramps, a tent, comfortable chairs where adults and children can sit together, mirrors reflecting natural light, curtains, hanging baskets, photos)		
5. Is the room arranged to accommodate mixed age groups? (e.g. protected areas are provided where young infants can watch action, the heights of tables and chairs are varied, materials for infants are stored on the low shelves, and materials for toddlers and twos are on higher shelves?)		
6. Does the environment accommodate the particular needs of		

children with disabilities and make it possible for children to be included in most activities? (e.g. ramps for strollers and wheelchairs, visual, tactile and audible cues for routines and experiences, wide entrances for wheelchair and walker access to play areas, adaptive seating)		
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For Young and Mobile Infants

7. Are there comfortable places where children can be held while being bottle- or breast-feed?		
8. Is there a private and comfortable chair for a mother to breast-feed?		

For Toddlers and Twos

9. Are noisy, active areas separated from quieter areas?		
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B. Selecting, Displaying and Storing Indoor Materials

For All Age Groups

10. Are the furniture and equipment the appropriate size for infants, toddlers and twos?		
11. Is there a variety of materials, ranging from simple to more complex, to meet the varying ability levels of children, including those with disabilities?		
12. Are the materials well-maintained? (all toys and equipment are in safe, clean, working condition.)		

e.g. no missing pieces; cloth toys clean and not torn, books not torn, worn out, missing pages, dolls clothed and intact, toys are safe to mouth)		
13. Are toys and related materials stored and organized where they are used most often? (e.g. in bins and on low, open shelves)		
14. Are there enough materials so children can use them well and sustain their play? (e.g. children do not run out of materials when they extend their play; complimentary materials support social play)		
15. Are there duplicates of materials and equipment?		
16. Do materials and displays reflect diversity? (e.g. books, dolls, block props, music, posters)		
17. Does the environment exclude equipment that restrains or limits a child's movement? (e.g. infant swings, walkers, bouncy chairs, kidney-shaped tables with bucket seats)		
18. Are children's <i>original artwork</i> and pictures of familiar people and things displayed at a child's eye level? (original artwork for mobile infants, toddlers and twos)		
19. Does the environment accommodate adult needs? (e.g. comfortable, adult-sized chairs, steps for children to climb onto the diapering table,		

locking storage for personal and staff belongings that is not accessible to children)		
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For Young Infants

<p>20. Are there materials for children to choose and use that stimulate all senses?</p> <p><input type="checkbox"/> grasping and mouthing toys</p> <p><input type="checkbox"/> soft items to cuddle and squeeze</p> <p><input type="checkbox"/> items that can be set in motion</p> <p><input type="checkbox"/> items that make sounds (e.g. balls with bells, rattles)</p> <p><input type="checkbox"/> soft or board books</p> <p><input type="checkbox"/> art materials (e.g. fabric scraps, nontoxic papers)</p>		
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For Mobile Infants

<p>21. Are there materials for children to choose and use that stimulate all senses?</p> <p><input type="checkbox"/> grasping and mouthing toys</p> <p><input type="checkbox"/> soft items to cuddle and squeeze</p> <p><input type="checkbox"/> push-and-pull toys</p> <p><input type="checkbox"/> items that make sounds (e.g. rattles, drums, xylophones, balls with bells inside)</p> <p><input type="checkbox"/> soft or board books</p> <p><input type="checkbox"/> transportation toys</p> <p><input type="checkbox"/> blocks</p> <p><input type="checkbox"/> puzzles</p> <p><input type="checkbox"/> balls</p> <p><input type="checkbox"/> art materials (e.g. fabric scraps, nontoxic papers,</p>		
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<p>stubby brushes and water)</p> <p>___simple sand and water props</p> <p>___manipulatives (e.g. toys to dump and fill, and to stack and knock down)</p>		
<p>22. Is there equipment that encourages children to practice gross motor skills? (e.g. climbing equipment, low, carpeted risers, secure railings for pulling and cruising)</p>		

For Toddlers and Twos

<p>23. Is there a variety of materials and equipment that promote self-care and independence? (e.g. sturdy steps to the changing table, low tables and chairs, small pitchers for toddlers to pour their own beverages, child-sized eating utensils, paper towels for spills and drying hands, small brooms and dust pans, coat hooks or cubbies that children can reach)</p>		
<p>24. Are there child-sized toilets and sinks or adequate provisions for children to use adult-size toilets and sinks? (e.g. sturdy steps with hand rails)</p>		
<p>25. Are <i>most</i> containers and shelves labeled with words and pictures, photos or traced outlines?</p>		
<p>26. Are there materials for children to choose and use to support their playing with toys?</p> <p>___push-and-pull toys</p> <p>___blocks</p>		

<p><input type="checkbox"/> gross motor toys</p> <p><input type="checkbox"/> transportation toys</p> <p><input type="checkbox"/> animal figurines and other simple props</p> <p><input type="checkbox"/> puzzles and matching games</p> <p><input type="checkbox"/> manipulatives</p>		
<p>27. Are there materials for children to choose and use for imitating and pretending?</p> <p><input type="checkbox"/> dress up clothes</p> <p><input type="checkbox"/> baby dolls and accessories</p> <p><input type="checkbox"/> child-sized household items (e.g. dishes, pots and pans)</p> <p><input type="checkbox"/> simple house-corner furniture (e.g. table and chairs, and toy stove, sink, fridge)</p>		
<p>28. Are there materials for children to choose and use to support their enjoying stories and books?</p> <p><input type="checkbox"/> sturdy books with pages children can turn easily (i.e. board books)</p> <p><input type="checkbox"/> homemade books</p> <p><input type="checkbox"/> storytelling books (e.g. puppets, felt board pieces)</p> <p><input type="checkbox"/> at least two books per child</p>		
<p>29. Are there materials for children to choose and use to support their creating with art?</p> <p><input type="checkbox"/> a variety of materials for painting (e.g. paintbrushes, rollers, finger paints, paper)</p> <p><input type="checkbox"/> molding materials</p>		

<input type="checkbox"/> drawing materials <input type="checkbox"/> printing and collage materials (for twos only)		
<p>30. Are there materials for children to choose and use to support their exploring sand and water?</p> <input type="checkbox"/> a <i>variety</i> of simple sand toys (e.g. digging tools, containers for filling and dumping, other props such as sieves, slotted spoons, cookie cutters, animal and people figurines_ <input type="checkbox"/> a <i>variety</i> of simple water toys (e.g. watering cans, water wheels, squeeze bottles, boats, animal and people figurines)		

Team Members (please sign below):

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