Group Child Care 30 Mo.-School Age: Furnishings & Equipment Checklist

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

Physical Development (pp. 12-18)

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

INDOOR/OUTDOOR ACTIVITIES
___ access to equipment outdoors as well as indoors

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

HEALTH AND SAFETY HABITS
___ individual equipment for hygiene: personal towels, cups, combs, toothbrushes
___ safety equipment, e.g. safety mats, helmets as needed

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

Intellectual Development (pp. 19-26)

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

CLASSIFYING/ ORDERING/ DIRECTION/ SPATIAL RELATIONSHIPS/PERCEPTION
___ objects to sort and classify
___ materials to string (various sizes, types)
___ visually stimulating display: pictures, artwork, toys
___ shape sorters, stencils, tracing supplies

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

ENVIRONMENTAL UNDERSTANDING
___ natural area: grass, garden
___ gardening/nature equipment, e.g. trowels, bird feeder
___ recycling box

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

Comments: ______________________________________

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

Comments: ______________________________________

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### Language Development (pp. 27-29)

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

**COMMUNICATION**
- telephones, walkie talkies, cans and string
- writing equipment: paper, illustrating materials

### Emotional Development (pp. 30-32)

**POSITIVE/ ACCURATE SELF-CONCEPT**
- picture/artwork display at children's eye level, including various cultures, gender roles and abilities
- photographs of children
- unbreakable mirror

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

**CULTURAL HERITAGE**
- pictures, decorations, toys, music and stories from various cultures

### Social Development (pp. 33-35)

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

**EQUIPMENT TO PROMOTE BELONGING**
- photographs of children/families
- books/pictures/toys promoting diverse families and cultures
- strollers, rope or other provisions for walks in neighbourhood

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

Comments: ____________________________

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

Comments: ____________________________

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

Comments: ____________________________

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**NAME OF FACILITY:**

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**DATE:** _______________  **COMPLETED BY:** ____________________