Group Child Care Under 36 Months: 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.

Key: (i) - equipment primarily for infants  (t) - equipment primarily for toddlers  (✩) - enhanced
All other equipment listed is appropriate for both infants and toddlers.

Physical Development (pp. 12-18)

LARGE MOTOR/SMALL MOTOR DEVELOPMENT
__ cushioned area where infants can safely pull themselves up (i)
__ climbing/swinging equipment (adapted if needed):
  __ equipment to climb on, crawl through: tunnels, floor cushions, boxes
  __ low climber and slide, rocking toys (t)
__ push/pull toys
__ low riding toys, most without pedals (t)
__ games equipment: soft, large balls
__ manipulative toys:
  __ teething toys, rattles, squeeze toys (i)
  __ things to fill and dump, trucks, boats, trains, animals, people
  __ spools or large beads to thread (t) ✩
__ puzzles: 2-8 piece, varied materials (t)
__ soft, washable and lightweight blocks
__ large cardboard or plastic blocks (t) ✩
__ construction toys: nesting/stacking toys, interlocking blocks

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

SELF-HELP SKILLS
__ child-accessible, labelled, open shelving
__ appropriate sized, accessible furnishings
__ stool to help child reach toilet, sink, change table (t)

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

TACTILE DEVELOPMENT
__ soft and textured toys and furnishings, varied floor surfaces, toys for "mouthing" and chewing
__ bubble-blowing supplies (t)

Intellectual Development (pp. 19-26)

CURIOUSITY/ REASONING/ PROBLEM SOLVING
__ water play equipment and accessories (t)
__ sand/ sensory materials and accessories (t)
__ modelling materials (e.g. play dough) and accessories
__ science equipment: plants and pets, materials for sorting, counting and measuring (t)
__ games, e.g. picture Lotto, dominoes (t)

CLASSIFYING/ ORDERING/ DIRECTION/ SPATIAL RELATIONSHIPS/PERCEPTION
__ nesting/stacking toys
__ sets of safe objects
__ small, safe vehicles
__ toys in a variety of colours and shapes
__ visually attractive display: pictures, artwork, toys

CREATIVE EXPRESSION
__ art equipment and supplies:
  __ paper, jumbo crayons
  __ equipment and materials for painting, drawing and colouring, cutting, gluing, collage (t)
__ music/dance equipment: music, rhythm instruments, props, e.g. scarves
__ housekeeping equipment: multi-ethnic/gender dolls and accessories, dishes, furniture, play foods
__ imaginative play equipment: dress-up clothes (multi-ethnic, occupational), puppets, props (t)

ENVIRONMENTAL UNDERSTANDING
__ natural area: grass, garden
__ space to garden
__ digging equipment (t)
__ recycling box

Comments:

Physical Development
The program has the listed equipment or suitable alternatives to support physical development.

Comments:

Intellectual Development
The program has the listed equipment or suitable alternatives to support intellectual development.

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

**RECEPTIVE & EXPRESSIVE LANGUAGE SKILLS**
- Books and storytelling equipment: sturdy board picture books, multi-textured books, puppets; rocker, armchair or couch
- Listening equipment: tape/CD player, selection of music and songs from various cultures and genres (e.g., classical, rock, folk), selection of stories on tape or CD

**COMMUNICATION**
- Play telephones

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

**POSITIVE/ ACCURATE SELF-CONCEPT**
- Picture/artwork display at children's level
- Books containing messages about feelings

**EXPRESSING FEELINGS APPROPRIATELY**
- Soft mats with washable covers
- Soft toys, dolls
- Soft furnishings: carpets, floor pillows, soft chairs, rocking chair, sheepskins
- Soft area where infants can safely roll and pull themselves up (i)

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

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

**WORKING COOPERATIVELY & INDEPENDENTLY**
- Equipment and play props for group time, small group activity centres (t)
- Artwork, blocks, and construction equipment in adequate number for group play
- Climbing equipment designed with wide slides, platforms for more than one child (t)
- Equipment for solitary activities: nook, tent, carpet squares or soft chairs for individual children

**EQUIPMENT TO PROMOTE BELONGING**
- Photographs of children/families
- Books/pictures/toys promoting diverse families
- Strollers for walks in the 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:**

**Date:**

**Completed by:**