

Daily Program Policy for Regulated Child Care Settings in Nova Scotia

September 2009



Daily Program Policy for Regulated Child Care Settings in Nova Scotia
Day Care Act and Regulations

Effective September 2009

Policy Statement

The purpose of this policy is to provide direction to licensees of day care facilities and family home day care agencies on requirements for the provision of a developmentally appropriate program for children under the *Day Care Act and Regulations*.

Definitions

a) ***Developmentally appropriate practice*** - refers to a framework used to create early learning environments that are respectful of children's emerging competencies and foster children's optimal development in all domains¹(NAEYC, 2009). Developmentally appropriate programs recognize that activities and materials in the learning environment must reflect the competencies and interests, cultural background and experiences, of the children present. Embedded within this framework is an understanding that the development of positive relationships between families, children, child care staff and communities, is a key factor in creating optimal early learning environments. Individual personality, learning style, family background and health history all affect the rate of development for children.

b) ***Directive*** - means binding policy requirements which must be followed. Directives are detailed, without discretion and are subject to audit.

c) ***Intellectual development*** - also known as cognitive development, focuses on how children learn and process information. It involves language, mental imagery, thinking, reasoning, and memory development. Materials and activities must include opportunities for children to develop the following:

- An understanding of shape, size, space and numbers; and
- The ability to construct an understanding of the world through play and meaningful activities.

¹ NAEYC – (“Developmentally Appropriate Practice in Early Childhood Programs”, National Association for the Education of Young Children, 2009)

Such opportunities enable children to develop their competencies as creative thinkers, problem solvers and risk takers. By using materials in interesting and useful ways that are meaningful to them, children develop their symbolic capabilities. For example, an outdoor climbing frame becomes a pirate ship for dramatic play.

d) **Language development** - refers to the process by which children acquire language and develop key literacy skills such as listening, speaking and eventually reading and writing. Activities to support developing competencies in this area include opportunities for: interaction/conversations with adults and peers; storytelling and reading; music and movement; experimenting with print materials; viewing symbols and the printed word in books and posters.

e) **Physical development** - includes both fine and gross motor skills which enable children to gain control over their bodies. Large motor skills involve the larger muscles in the arms, legs and torso. Activities may include things such as running, throwing, lifting, jumping, crawling and walking. Fine motor skills involve small muscle movements and relate primarily to eye-hand coordination. Activities include grasping, reaching, and flexibility in the finger muscles.

f) **Regulated child care settings** - includes both licensed child care facilities and approved family day care homes.

g) **Routine based planning** - is a program planning process where goals and strategies identified for children with special needs are embedded directly into the daily routines of the child care centre.

h) **Social/Emotional development** - focuses on opportunities to help children build self-esteem as they gain a sense of their own competencies and potential. Opportunities for children to interact with other children and adults in an active environment help children to build upon their social understandings and relationships. As they make these encounters and begin to develop relationships with other children and adults, they discover which social approaches work and which do not. They learn how to maintain relationships and be empowered as they discover their role in working together with others.

Policy Objective

The objective of this policy is to ensure that regulated child care settings offer a daily program for children that is developmentally appropriate, inclusive of all children in attendance and successfully meets each child's developmental needs.

Application

This policy applies to all child care settings that are regulated under the *Day Care Act and Regulations* and/or the *Family Home Day Care Program Regulations* and includes licensed day care facilities and family day care homes that are approved by a licensed Family Home Day Care Agency. The policy directives presented below identify the requirements that are to be met in order for a licensed child care facility or approved family day care home to operate in compliance with the *Day Care Act and Regulations*.

Policy Directives

The daily program fosters early human development through the provision of a range of experiences that are developmentally appropriate and reflect the emerging competencies of the children in the group.

Required program components include:

- Program routines
- Program plans
- Learning environments
- Program materials, equipment and toys

1.0 Program routines

1.1 Routines are established within the daily program to enable children to feel secure and safe in their child care setting. Routines for both full- and part-day programs include individual and small group activity with a balance of active and quiet play. Routines for full-day programs include opportunities for outdoor play at least twice per day. The daily routine is posted in a visible location in each classroom/play space.

1.2 Routines are flexible and are adapted to reflect the competencies and needs of all children in the group. For example, the routine may include an open snack time as a way of ensuring that children who arrive at different times in the morning are able to access snack at times when they feel hungry.

1.3 Routines allow for flexibility in the rest period in order to meet the individual needs of children. Staff members understand that:

- Infants follow their own individual nap schedules;
- Toddlers may need one or two naps, depending on their individual needs;
- Preschoolers, especially older ones, may not require a nap but need opportunities and activities to enable them to enjoy restful moments and activities; and
- School age children need comfortable furniture or spaces to enable them to engage in restful and quiet activities.

Indicators for Licensing Services:

- The daily routine is posted in a visible location in each classroom/play space.
- Licensing Officer observes that the daily routine is followed.
- Licensing Officer conducts an interview with staff around the flexibility in the daily routine and provisions in place to meet needs of all children in the group.

2.0 Program plans

2.1 The daily program plans reflect the children's interests and abilities and focus on play-based experiences and activities.

2.2 The daily program plans are written and document the on-going and daily activities that are provided for children. The written program plans indicate ways that the children's interests, backgrounds and competencies are reflected in the planning.

2.3 The daily program plans allow children the opportunity to make choices about their activities and to support the development of positive relationships between the adults and children in the setting (balance of teacher facilitated and child led activities).

2.4 The daily program plans indicate that activities provide opportunities for children to explore the indoor and outdoor environments.

2.5 The daily program plans and activities are designed to include all children, including those with special needs, and ensure that children are able to build upon existing competencies. Routine based program planning is used to ensure that the needs of *all* children in the program are addressed and include the development of appropriate goals and activities.

2.6 The daily routine and written program plan is posted for parents in each classroom/play space and variations are noted.

Indicators for Licensing Services:

- Daily program plan is posted in a visible location in each classroom/play space.
- Daily program plan indicates opportunities for indoor and outdoor play.
- Daily program plan includes examples of materials and toys to be used to enhance intellectual, physical, emotional, social and language development.

3.0 Learning environments

3.1 The learning environment reflects the children's competencies and provides materials that support meaningful play experiences that are relevant to and appropriate for the children.

3.2 The play space is a language rich environment where children have many opportunities to play with words (written and spoken) and explore meaning.

3.3 Music and movement are used regularly and in meaningful ways to nurture language development, foster an appreciation of patterns and musicality, and to nurture creative expression.

3.4 The arrangement of program equipment and activities include opportunities to engage in sensory, dramatic, fine motor, block, art, literacy, large muscle, science and construction activities on a regular basis. The environment allows for children to explore materials in novel ways and to integrate several types of materials into one activity.

3.5 Play Spaces are arranged and organized in a way that will engage children naturally. For example, quiet and active learning centres are set up to offer children ample space and many opportunities to engage in a variety of activities.

3.6 A cozy area for children and staff for quiet time and reading is provided. Staff members recognize the need for children to have space and time alone or with small groups.

3.7 Play spaces are organized in a particular way, yet, children are also supported to move materials around the room and to integrate materials and toys in ways that are meaningful to them and support them to explore their ideas freely.

Indicators for Licensing Services:

- Each classroom/play space is well-organized and offers a variety of play opportunities for children.
- Each classroom/play space is arranged in particular (may include learning centres or activity areas) so as to enhance intellectual, physical, emotional, social and language development.

Outdoor Environment

3.8 Staff members ensure that children experience the outdoors on a daily basis and in various weather conditions.

3.9 Staff members create learning opportunities in the outdoor environment that support children to:

- Safely explore the outdoors and appreciate the natural world
- Explore environments using their cognitive skills, including comparing, classifying and predicting
- Develop positive relationships with their peers and the adults who care for them

3.10 Outdoor play spaces are extensions of the indoor play spaces and provide many of the same opportunities as indoor spaces, including creative, structured, quiet and fantasy play. In outdoor play spaces children have access to:

- Materials and equipment in sufficient quantities and that reflect their emerging interests and competencies;
- Materials and equipment that provide unique experiences in sensory, discovery and mobility, reflecting the larger world and providing opportunities for age appropriate risk-taking.

3.11 An outdoor playspace must include a sand box or area for digging that is:

- Covered when not in use
- Maintained with adequate sand or appropriate material
- Supplied with an adequate number of toys and equipment (buckets, shovels, sifters, wheel barrows, cars and trucks etc.)

3.12 Slides, swings and climbing equipment must meet the following requirements:

- Age appropriate
- Frame appropriately anchored and/or secured
- Openings are smaller than 9 cm (3.5. inches) or larger than 23 cm (9inches) (head entrapment)
- Adequate cushioning surface, such as pea gravel, that is 6" deep for equipment that is 18" or higher
- Cushioning surface extends 6' beyond all sides of equipment
- Free from splinters, cracks, breaks

Swings must also provide the following:

- Seats designed for the specific age group (infants swings must have safety straps)
- Seats with appropriate spacing (30" apart from side supports)
- Only 2 swings per bay
- S-hooks, bolts, and chains in good repair

- S-hooks tightly closed
- Cushioning surface that extends 6' beyond extended swing (Fall zone)
- No encroachment zone extends 6' beyond Fall zone

3.13 Licensees are responsible to ensure that decking and accessory buildings meet provincial building code standards and do not support climbing.

3.14 Children must wear clothing that is appropriate for the weather conditions.

3.15 In the summer, when the UV Index is high, the following protections must be in place:

- Ensure all adults and children wear protective gear including hats with brims, sun glasses and lightweight clothing made of tightly woven fabric to protect the skin;
- Ensure that while outside, all children and adults can access shaded areas.
- Plan outdoor activities for the early morning and late afternoon.
- Ensure all adults and children apply adequate sunblock with a SPF of at least 30 on all exposed skin before going outside; and
- Remove children immediately to a cool place, if signs of heat illness, which include thirst, fatigue, leg or stomach cramps, and cool, moist skin occur while outside.

Please refer to Appendices A & B for guidelines on setting up the outdoor playspace.

Indicators for Licensing Services:

- The outdoor play space is clean and safe for children.
- Adequate fall zones are in place for all climbing equipment and swings.
- Children are dressed appropriately for weather conditions and sun safe practices are in place.
- Licensing Officer observes that the children engage in various activities while outside and use the materials and equipment.

4.0 Program Materials & Equipment

4.1 Child care settings provide sufficient play equipment for all children enrolled and rotate materials as required to ensure that children's needs and interests are met and to ensure that the learning environment does not become cluttered with items that the children are not using.

4.2 The materials, equipment and toys create an environment where children:

- Are able to explore freely and safely
- Can exercise independent choices
- Have opportunities to use materials in unique ways
- Are supported and encouraged to develop positive relationships with their peers and the adults in the environment

4.3 Play materials are varied and demonstrate respect for individual ethnic and cultural differences. They do not support gender or cultural stereotypes or biases.

4.4 Play materials and equipment offer varying levels of difficulty and allow children to problem solve and to succeed. Play materials include many natural, real and life-like items that allow children to make connections to the natural world and their real-life experiences in their play.

4.5 Adaptive equipment and/or adaptations to equipment, if required, are based on the child's needs and abilities and are regularly assessed.

4.6 Equipment and materials are neatly stored and organized, using containers, baskets, shelving and storage that is easily accessible to children.

4.7 Equipment is regularly cleaned and inspected for damage. Damaged or incomplete items are removed from use.

Indicators for Licensing Services:

- Children have access to a wide range of toys and materials to freely explore and play with that support intellectual, physical, emotional, social and language development.
- Materials and toys are easily accessed and stored.
- Licensing Officer observes that the children engage in various activities and use the materials and equipment.

Policy Guidelines

The environment for children must be one that:

- Respects the children and the skills and experiences they bring to the group
- Creates a sense of belonging
- Allows for flexibility in routines and open-ended experiences
- Connects the children to nature
- Stimulates children's sense of wonder and joy
- Reinforces a positive image of the child
- Allows children to recall and connect prior experiences with new ones

The daily program for children will nurture children's creativity and developing sense of self. Please refer to Appendices A, B, C, D, E and F, for Guidelines on specific examples of equipment and materials that are appropriate for infant, toddler, preschool and school age programs.

Accountability

The Early Childhood Development Services branch of the Department of Community Services is responsible for this policy and will review this policy on a regular basis to ensure that it remains relevant and reflective of research and best practices with respect to early human development and quality programming for children in regulated child care settings.

Regulated child care settings are responsible for implementing this policy and for seeking clarity and consultative support from the Department of Community Services when obstacles arise that may prevent full implementation of directives contained therein.

Monitoring

The Department of Community Services will monitor compliance with this policy through the Licensing Services inspection process and ongoing program consultation. Failure to comply with this policy will result in a violation of the *Day Care Act and Regulations*.

References

Day Care Act and Regulations –

- **Section 5(1)** A daily program shall be established by each facility with provision to facilitate and stimulate intellectual, physical, emotional and social development appropriate to the developmental level of the child and should include activities to encourage language development.
- **Section 5(2)** The Minister may license a facility to provide a day care program for exceptional children.
- **Section 6(1)** A facility shall post in a conspicuous place and provide to each parent or guardian of a child in attendance at the facility, a notice of the Act, these regulations and the facility policy respecting licensing, enrolment and attendance criteria, monthly menus, program and staff-child ratios, are available for viewing by the parent or guardian.
- **Section 11(1)** Every full day program shall have an outdoor area or access to an equivalent and suitable play area within a reasonable distance of the facility, and the play area must be supervised, safe and sanitary.
- **Section 15** Every facility shall provide for the children enrolled
 - (a) furnishings of a suitable size;
 - (b) play materials and equipment;

Appendices

- Appendix A** Guidelines for Infant Outdoor Playspaces
- Appendix B** Guidelines for Toddler, Preschool and School Age Outdoor Playspaces
- Appendix C** Guidelines for Infant Programming
- Appendix D** Guidelines for Toddler Programming
- Appendix E** Guidelines for Preschool Programming
- Appendix F** Guidelines for School Age Programming

APPENDIX A

Guidelines for Infant Outdoor Playspaces

The following guidelines for setting up outdoor playspace are intended to assist in creating a developmentally appropriate outdoor playspace for infants. An infant outdoor playspace may include some or all of the following materials and equipment.

MATERIALS AND EQUIPMENT

Variety of Activities

Outdoor play equipment and materials are well-maintained, age appropriate and offer a variety of activities in the following areas:

- sensory-motor
- gross motor
- building/construction
- nature/science exploration

Suggested materials and equipment

- Ride-on toys (small wagons, push cars)
- Non toxic garden, including edible plants and crawl spaces
- Basic Garden tools
- Natural pathways for exploration
- Interesting landscapes/play areas (small hills, grassy areas, rocky areas, trees, shrubs etc.)
- Loose parts
 - ✓ Boxes
 - ✓ Soft fabrics
 - ✓ Tires
- Push/pull toys
- Crawling tubes/tunnels
- Collections of natural items (e.g. shells, life-like bugs and animals)
- Area for sensory-rich, messy activities and art exploration
- Water play
- Sand and sensory play

Please Note: It is strongly recommended that all equipment be of a commercial grade and installed by a qualified professional. Backyard equipment that is not designed for commercial use may not be safe and pose a risk to children's safety. You will be required to remove any equipment that is deemed inappropriate or unsafe as per Regulation 11(1).

APPENDIX B

Guidelines for Toddler, Preschool and School Age Outdoor Playspaces

The following guidelines for setting up the outdoor playspaces are intended to assist in creating a developmentally appropriate outdoor playspace for children. An outdoor playspace may include some or all of the following materials and equipment.

MATERIALS AND EQUIPMENT

Variety of Activities

Outdoor play equipment and materials are in excellent condition, age appropriate and offer a variety of activities in the following areas:

- sensory-motor
- gross motor
- building/construction
- nature/science exploration

Suggested Materials and Equipment

- Variety of balls in various sizes and textures (nerf, basketballs, soccer, etc.)
- Ride-on toys (tricycles, scooters, wagons)
- Helmets worn when on tricycles
- Natural paths and areas to explore
- Garden plot/ Garden tools
- Construction equipment and loose parts
 - Boxes Containers of different sizes
 - Tires Planks
- Lawn games (ring toss, bean bag toss, parachute, etc.)
- Water Play
- Crawling tubes/tunnels
- Collections of natural items (e.g. shells, rocks, life-like animals)
- Area for art exploration and sensory-rich activities
- Interesting landscapes/play areas (small hills, grassy areas, rocky areas, trees, shrubs, etc.)
- Large open areas for free movement
- Small clubhouse, tents, areas for dramatic play

Guidelines for cold weather:

- Children should play indoors if the temperature falls below -25C (-13F), regardless of the wind chill factor.
- Children should play indoors, regardless of the temperature, if the wind chill factor is reported as -25C (-13F) or greater (This is the temperature at which exposed skin freezes in a few minutes).
- Children should keep away from the banks of ponds, lakes, streams and rivers during the spring thaw.

Please Note: It is strongly recommended that all equipment be of a commercial grade and installed by a qualified professional. Backyard equipment that is not designed for commercial use may not be safe and pose a risk to children's safety. You will be required to remove any equipment that is deemed inappropriate or unsafe as per Regulation 11(1).

APPENDIX C

Guidelines for Infant Programming

The following guidelines for equipment and materials may be used to assist in creating a quality early learning environment and developmentally appropriate program for infants.

MATERIALS AND EQUIPMENT

Variety of Activities

- music
- science/nature
- art exploration
- sensory-rich activities
- gross motor activity
- quiet/library area
- dramatic play
- constructive/creative play

Suggested Materials and Equipment

Music:

- musical instruments (drums, shakers, rhythm sticks, bells)
- CD/tape player with a variety of CDs/tapes
- adequate space for movement

Science/Nature:

- natural objects, large shells, non-toxic feathers, etc.
- non-toxic plants
- real and lifelike materials
- magnifying glasses, drawing tools, journals

Art Exploration:

- non-toxic paints and basic art supplies (paint brushes, sponges)
- beginner crayons and markers
- paper (plain, varied sizes, varied colours)
- materials introduced respectfully
- adequate space to play and engage with materials

Sensory-rich Activities:

- play dough, goop, clay
- water-based activities
- unscented shaving cream, bubbles
- loose materials of interesting sizes, shapes and colours
- materials displayed respectfully
- adequate space to play and explore
- materials available to infants during free play

Gross Motor Activity:

- tunnels, soft mats, cushions for tummy time, pulling ups, crawling, walking and climbing
- variety of balls, soft blocks, small ride-on toys
- push and pull toys
- adequate space available for movement and use of materials

Quiet/Library Area:

- display rack/shelves with soft toys, puzzles and a variety of books
- adequate space for children and adults (small sofa, area rug, pillows with washable coverings)
- opportunities to read and engage in quiet time activities

Dramatic Play:

- infant appropriate furnishings (small table, chairs, shelving)
- real and lifelike materials (dishes, dolls with clothing, appliances, puppets, animals)
- simple clothes for dress-up (hats, shoes)
- unbreakable mirror (securely fastened)
- adequate space with materials displayed in respectful way, easily accessible to children)

Constructive/Creative Play:

- insert puzzles
- stacking toys/nesting toys
- variety of blocks in different shapes/sizes, textures
- variety of vehicles, play people and accessories
- loose materials for building and pretend play
 - ✓ small boxes
 - ✓ large Duplo

APPENDIX D

Guidelines for Toddler Programming

The following guidelines for equipment and materials may be used to assist in creating a quality early learning environment and developmentally appropriate program for toddlers.

MATERIALS AND EQUIPMENT

Variety of Activities

- art exploration
- sensory-rich activities
- gross motor activity
- quiet/library area
- dramatic play
- constructive/creative play
- music
- science/nature

Suggested Materials and Equipment

Art Exploration:

- paint, painting tools (paint brushes, combs, sponges)
- crayons, markers, pencil crayons, pastels
- glue, scissors, collage materials
- paper (plain, varied sizes, varied colours)
- materials introduced respectfully
- adequate space to play and engage with materials
- materials available to children during free play

Sensory-rich Activities:

- play dough, clay, plasticine, goop
- sand, gravel, multi-textured, non-toxic materials
- water-based activities
- unscented shaving cream, bubbles
- different kinds of tape, contact paper
- materials displayed respectfully
- adequate work space
- materials available to children during free play

Gross Motor Activity:

- large blocks, unit blocks, wood and/or cardboard
- tunnels, soft mats, cushions for crawling, jumping and climbing
- variety of balls, bean bags
- push and pull toys
- adequate space available for movement and use of materials

Quiet/Library Area:

- display rack/shelves
- variety of books that reflect the children's competencies and interests
- adequate space for children and adults (small sofa, area rug, pillows with washable coverings)
- opportunities to listen to stories, create and re-enact stories (felt-board with characters, puppets, audio recording device, drawing materials)

Dramatic Play:

- child size furnishings (tables, chairs, shelving)
- real and lifelike materials (dishes, dolls with clothing, appliances, puppets, animals)
- articles to support re-enactment of the real-life experiences of the children (variety of dress-up clothes, household items, art supplies, loose materials)
- unbreakable mirror (securely fastened)
- adequate space with materials displayed in respectful way, easily accessible to children

Constructive/Creative Play:

- puzzles
- construction sets (Duplo, car/train tracks, take apart and put together toys)
- stacking toys / nesting toys
- variety of blocks in different shapes/sizes, textures
- variety of vehicles, play people and accessories
- loose materials for building and pretend play

Music:

- musical instruments: drums, shakers, rhythm sticks, bells
- CD/tape player with a variety of CDs/tapes
- scarves and loose materials for dance/movement

Science/Nature:

- natural objects, stones, bark, large shells, etc.
- non-toxic plants
- real and lifelike materials
- magnifying glasses, drawing tools, journals

APPENDIX E

Guidelines for Preschool Programming

The following guidelines for equipment and materials may be used to assist in creating a quality early learning environment and developmentally appropriate program for preschool children.

MATERIALS AND EQUIPMENT

Variety of Activities

- art exploration
- sensory-rich activities
- dramatic play
- quiet/library area
- constructive/creative play
- gross motor activity
- music
- science/nature

Suggested Materials and Equipment

Art Exploration:

- paints, painting tools (paint brushes, combs, sponges, toys, dog toys)
- crayons, markers, pencil crayons, pastels
- glue, scissors, collage materials
- paper (plain, varied sizes, varied colours)
- materials introduced respectfully
- adequate work space
- materials available to children during free play

Sensory-rich Activities:

- play dough, clay, plasticine, goop, mud
- sand, gravel, multi-textured, non-toxic materials
- water-based activities
- unscented shaving cream, bubbles
- prisms, light table
- materials displayed respectfully
- adequate work space
- materials available to children during free play

Dramatic Play:

- child size furnishings (tables, chairs, shelving)
- real and lifelike materials (dishes, dolls with clothing, baby carriers, appliances, lamps, flashlights, puppets, animals)
- articles to support re-enactment of the real-life experiences of the children (variety of dress-up clothes, household items, art supplies, loose materials)
- unbreakable mirror (securely fastened)
- adequate space with materials displayed in respectful way, easily accessible to children

Quiet/Library Area:

- display rack/shelves
- variety of books that reflect the children's competencies and interests
- adequate space for children and adults (small sofa, area rug, pillows with washable coverings)
- opportunities to listen to stories, create and re-enact stories (felt-board with characters, puppets, audio recording device, drawing materials, typewriter)
- puzzles/games

Constructive/Creative Play:

- different kinds of connectors: tape, string, glue, nails, contact paper, pulleys
- variety of blocks in different shapes/sizes, textures
- loose materials for building and pretend play, e.g. planks, wood pieces, plastic tubing, paper, pencils, rulers, measuring tapes
- variety of vehicles, play people and accessories

Gross Motor Activity:

- large blocks, unit blocks, wood and/or cardboard
- tunnels, soft mats, cushions
- variety of balls, bean bags, hula hoops
- push and pull toys (wagons, carts, large vehicles)
- adequate space available for movement and use of materials

Music:

- musical instruments: drums, shakers, rhythm sticks, bells
- CD/tape player with a variety of CDs/tapes
- scarves and loose materials for dance/movement

Science/Nature:

- natural objects, stones, bark, large shells, etc.
- non-toxic plants
- real and lifelike materials
- magnifying glasses, drawing tools, journals
- scales, balances, weights, magnets

APPENDIX F

Guidelines for School Age Programming

The following guidelines for equipment and materials may be used to assist in creating a quality early learning environment and developmentally appropriate program for school age children.

MATERIALS AND EQUIPMENT

Variety of Activities

- art exploration
- science/nature/sensory
- dramatic/creative play
- sensory-rich activities
- quiet/library area
- constructive/creative play
- large/small motor activity

Suggested Materials and Equipment

Art Exploration:

- paint, painting tools (paint brushes, combs, sponges, toys, dog toys)
- crayons, markers, pencil crayons, pastels
- glue, scissors, collage materials
- paper/cardboard (plain, varied sizes, varied colours)
- materials displayed respectfully
- adequate work space
- materials available to children during free play

Science/Nature/Sensory:

- natural objects, stones, bark, large shells, etc.
- plants/gardening
- magnifying glasses, drawing tools, journals
- scales, balances, weight, magnets
- clay, plasticine, paper mache
- prisms, light table
- material displayed respectfully
- adequate work space
- materials available to children during free play

Dramatic/Creative Play:

- appropriate furnishings (tables, chairs, shelving)
- stage, musical instruments, microphones, audio/video recording devices
- adequate space with materials displayed in respectful way, easily accessible to children
- CD/tape player with a variety of CDs/tapes
- Scarves and loose materials for dance/movement

Quiet/Library Area:

- display rack/shelves
- puzzles/games
- variety of books that reflect the children's competencies and interests (easy read, chapter books, reference books, maps)
- adequate space for children and adults (small sofa, area rug, pillows with washable coverings)
- opportunities to listen to stories, create and re-enact stories (felt-board with characters, puppets, audio recording device, drawing materials, typewriter)

Constructive/Creative Play:

- different kinds of connectors: tape, string, glue, nails, contact paper, pulleys
- variety of blocks in different shapes/sizes, textures
- loose materials for building and pretend play, e.g. planks, wood pieces, plastic tubing
- paper, pencils, rulers, measuring tapes
- variety of vehicles, play people and accessories

Large/Small Motor Activity:

- large blocks, unit blocks, wood and/or cardboard
- tunnels, soft mats, cushions
- variety of balls, bean bags, hula hoops
- push and pull toys (wagons, carts, large vehicles)
- adequate space available for movement and use of materials

Sensory-rich Activities:

- play dough, clay, plasticine, goop
- sand, gravel, multi-textured, non-toxic materials
- water-based activities
- unscented shaving cream, bubbles
- different kinds of tape, contact paper
- materials displayed respectfully
- adequate work space
- materials available to children during free play

Music:

- musical instruments: drums, shakers, rhythm sticks, bells
- CD/tape player with a variety of CDs/tapes
- scarves and loose materials for dance/movement