## Preschool Environment Checklist

<table>
<thead>
<tr>
<th>Early Childhood Environment Rating Scale (ECERS) Item</th>
<th>Notes/ Changes to be made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space and Furnishings</strong></td>
<td></td>
</tr>
<tr>
<td>□ Adequate lighting, temperature control, and sound-absorbing materials</td>
<td></td>
</tr>
<tr>
<td>□ Good ventilation, some natural lighting through windows or skylight</td>
<td></td>
</tr>
<tr>
<td>□ Space is in good repair</td>
<td></td>
</tr>
<tr>
<td>□ Space is reasonably clean and well-maintained</td>
<td></td>
</tr>
<tr>
<td>□ Space for children is accessible to children and adults with disabilities</td>
<td></td>
</tr>
<tr>
<td>□ Ample indoor space for children, adults, and furnishings</td>
<td></td>
</tr>
<tr>
<td><strong>Furniture for routine care, play and learning</strong></td>
<td></td>
</tr>
<tr>
<td>□ There is enough shelving for toys and materials</td>
<td></td>
</tr>
<tr>
<td>□ There are enough tables and chairs for the children</td>
<td></td>
</tr>
<tr>
<td>□ Tables and chairs are child-sized (the children’s feet touch the floor when sitting)</td>
<td></td>
</tr>
<tr>
<td>□ All furniture is sturdy and in good repair</td>
<td></td>
</tr>
<tr>
<td>□ Adaptive furniture permits inclusion of children with disabilities</td>
<td></td>
</tr>
<tr>
<td>□ Cots/mats stored for easy access,</td>
<td></td>
</tr>
<tr>
<td>□ Children use woodwork bench, sand/water table, or easel</td>
<td></td>
</tr>
<tr>
<td>□ Cubbies placed for easy use by parents, staff, and older toddlers</td>
<td></td>
</tr>
<tr>
<td><strong>Furnishings for relaxation and comfort</strong></td>
<td></td>
</tr>
<tr>
<td>□ Special “cozy area” with soft furnishings is accessible for much of the day, and softness is accessible in several other areas</td>
<td></td>
</tr>
<tr>
<td>□ “Cozy area” protected from active play and is used for reading or other quiet play</td>
<td></td>
</tr>
<tr>
<td>□ Other soft furnishings in addition to cozy area is accessible to children (area rugs, carpeting, cushions in dramatic play)</td>
<td></td>
</tr>
<tr>
<td>□ Many soft toys accessible much of the day</td>
<td></td>
</tr>
<tr>
<td><strong>Room arrangement for play</strong></td>
<td></td>
</tr>
<tr>
<td>There are at least five different interest centers to provide a variety of learning</td>
<td></td>
</tr>
</tbody>
</table>

Based on the *Early Childhood Environment Rating Scale*
Preschool Environment Checklist

<table>
<thead>
<tr>
<th>Experiences:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>□ Art</td>
<td>□ Reading</td>
</tr>
<tr>
<td>□ Blocks</td>
<td>□ Nature/ Science</td>
</tr>
<tr>
<td>□ Dramatic Play</td>
<td>□ Manipulatives/Fine Motor</td>
</tr>
</tbody>
</table>

- Centers are organized for independent use by children
  - □ Labeled open shelves
  - □ Labeled containers for toys (w/ pictures)
  - □ Uncluttered shelves
  - □ Accessible play space near toys

- □ Arrangement of room makes it possible for staff to provide visual supervision
- □ There is sufficient space for several activities to go on at one time and traffic patterns do not interfere with activities
- □ Areas for quiet and active play are separated
- □ Additional materials are available to add to or change interest centers

### Space for Privacy
- □ There is space set aside for one or two children to play, protected from intrusion by others
- □ There is more than one space available for privacy

### Child-related display
- □ Individualized children’s work comprises more than 50% of the classroom display
- □ Appropriate materials are displayed for the age of the children (Ex: photos of children, nursery rhymes, seasonal displays)
- □ Three-dimensional child-created work displayed as well as flat work
- □ Pictures showing diversity (people of different races, cultures, ages, abilities, and gender in non-stereotyping roles)
- □ Many items displayed where children can easily see them
- □ Photographs of children in the group, their families, pets, or other familiar faces displayed on child’s eye level
- □ New materials added or display changed at least monthly

### Spaces for gross motor play

Based on the Early Childhood Environment Rating Scale
### Preschool Environment Checklist

| ☐ | There is adequate space outdoors and some space indoors for gross motor play |
| ☐ | Space is easily accessible to the children |
| ☐ | Space is organized so that different types of activities do not interfere with one another |
| ☐ | Both stationary (swings, slides, climbing equipment) and portable gross motor equipment (wheel toys, tumbling mats, jump ropes, bean bags, ring toss games, balls and sports equipment) are used |

**Equipment stimulates a variety of skills:**
- ☐ balancing  ☐ climbing  ☐ ball play  ☐ steering  ☐ tumbling  ☐ jumping  ☐ throwing  ☐ pedaling

| ☐ | Gross motor equipment stimulates skills on different levels (tricycles with and without pedals; different sizes of balls, both ramp and ladder access to climbing structure) |
| ☐ | There is enough gross motor equipment so that children have access without a long wait |
| ☐ | Gross motor equipment is in good repair |
| ☐ | Most of the stationary equipment (75%) is appropriate for the age and ability of the children |
| ☐ | Adaptations are made or special equipment is provided for children in group with disabilities |

**Book and pictures**

A wide selection of books (at least 20 books for up to 15 children) accessible for a substantial portion of the day. Topics should include:
- ☐ fantasy  ☐ factual information  ☐ animals  ☐ nature/science  ☐ people of various races, cultures, ages and abilities

| ☐ | Book are organized in a reading center for children to use independently (all accessible books do not have to be in the reading center) |
| ☐ | Books and language materials are rotated to maintain interest |
| ☐ | Some books should relate to current classroom activities or themes |

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- Additional language materials are available (posters and pictures, flannel board stories, picture card games, and recorded stories and songs)
- Books are appropriate for the age, development and abilities of the children in group
- There are no books that show violence in a graphic or frightening way

## Fine Motor

At least three examples of each type of fine motor materials are accessible for a substantial portion of the day. The types of fine motor materials, including:
- small building toys (ex: interlocking blocks and Lincoln logs)
- art materials (ex: crayons and scissors)
- manipulatives (ex: beads of different sizes for stringing, pegs and pegboards, and sewing cards)
- puzzles

- Materials well-organized (similar toys stored together; sets of toys in separate containers)
- Containers and accessible storage shelves have labels to encourage self-help
- Materials of different levels of difficulty available
- Materials are rotated to maintain interest

## Art

3 to 5 different art materials from at least four categories are accessible for a substantial portion of the day. Categories of art materials include:
- drawing materials (ex: paper, crayons, markers, pencils)
- paints (ex: finger paint, water colors, brushes, sponges)
- three-dimensional materials (ex: play dough, clay, wood gluing, or carpentry)
- collage materials (ex: feathers, buttons, yarn)
- tools (ex: safe scissors, staplers, hole punches, tape dispensers)

## Music and movement

- Music center with music materials are accessible for children’s use at least 1 hour daily

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## Preschool Environment Checklist

- **Enough musical instruments for at least half of the children to use at once**

- **At least 3 different types of music. (Ex. children’s songs, lullabies, folk songs, classical, country western, jazz, popular, rap, reggae, rhythm & blues, rock, songs in different languages, music characteristic of different cultures)**

### Blocks (for toddlers 12 months and older)

- **Block area set aside out of traffic, with storage and suitable building surface**

- **The block area is accessible for play for a substantial portion of the day**

- **Enough space, blocks, and accessories are accessible for three or more children to build at the same time**

**At least two types of blocks are accessible daily. The types of blocks are:**

- **unit blocks- wooden or plastic, including shapes such as rectangles, squares, triangles, and cylinders**
- **large hollow blocks- wooden, plastic or cardboard**
- **homemade blocks- shoe boxes, plastic containers, etc.**

- **A variety of accessories are accessible daily (ex: toy people, animals, vehicles, and road signs)**

- **Blocks and accessories are stored on open, labeled shelves.**

- **Some block play is available outdoors**

### Dramatic play

- **Dramatic play center is clearly defined, with space to play and organized storage**

- **Dramatic play center accessible for a substantial portion of the day**

- **Many dramatic play materials accessible including dress-up clothes’**

- **Props for at least two different themes are accessible daily (ex: housekeeping, and office)**

- **Materials are rotated for a variety of themes**

- **Props provided to represent diversity**

- **Props provided for active dramatic play outdoors**

### Sand and water play
## Preschool Environment Checklist

- **Provision for sand and water play provided either outdoors or indoors (preferably both if classroom size permits)**
- **Variety of toys accessible for play (ex: containers, spoons, funnels, scoops, shovels, pots and pans, molds, toy people, animals, and trucks)**

### Nature/Science

- Many developmentally appropriate games, materials, and activities from three categories accessible for a substantial portion of the day. The categories are:
  - collections of natural objects (ex: rocks, insects, seed pods)
  - living things (ex: house plants, gardens, pets)
  - nature/science books, games, or toys (ex: nature matching cars, nature sequence cards)
  - nature/science activities (ex: cooking, and simple experiments w/ magnets, magnifying glasses, etc.)

- **Materials are well-organized and in good condition (ex: collections stored in separate containers, animals’ cages clean)**

### Math/Number

- 3 to 5 different math/number materials of each type are accessible for a substantial portion of the day. The types are:
  - counting
  - measuring
  - comparing quantities
  - recognizing shapes
  - written numbers

- **Materials are well-organized and in good condition (ex: sorted by type, all pieces needed for games are stored together)**

### Use of TV, video, and/or computers

- **All materials used are nonviolent and culturally sensitive**

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- Alternate activities accessible while TV/computer is being used
- Use of TV limited to 60 minutes daily
- Use of computer is limited to 20 minutes daily, it is offered as one of several free choice activities
- Materials used are limited to those considered “good for children” (these are materials that add much to children’s development, such as to their vocabulary or understanding of the world)
- Most materials encourage active involvement (ex: children can dance, sing, or exercise to video; computer software encourages children to think and make decisions, and use creativity)
- Materials are used to support and extend classroom themes and activities (Ex: video on insects adds information on nature theme; video on farms prepares children for fieldtrip)

### Promoting acceptance of diversity

- Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles
- Some props representing various cultures included for use in dramatic play (ex: dolls of different races, ethnic clothing, cooking and eating utensils from various cultural groups)

### Safety practices (indoor)

- Protective covers on electrical outlets; all electrical cords are kept out of reach of children
- Heavy objects or furniture placed so that children cannot pull them down
- Controls or knobs are not accessible
- Hot stove or fireplace must be protected from children’s reach
- Pot handles on stove are not accessible
- Medicines, cleaning materials, pesticides, aerosols, and substances labeled “keep out of reach of children” are locked away
- Bleach solution used only when children cannot inhale the spray
- Hot water temperature set to 120 degrees F or less in children’s restrooms

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- Mats/rugs do not slide or present tripping hazards
- Open stairwells are not accessible
- There are no play areas in front of doors

### Safety practices (outdoor)

- Tools (not meant for children’s use) are not accessible
- All dangerous substances labeled “keep out of reach of children” are locked away
- There are no sharp or dangerous objects present
- Walkways and stairs are safe for the age and development of children, or there are barriers preventing access by children
- There are barriers preventing access to road or driveways
- Hazardous trash is not accessible
- Play equipment is not too high, in poor repair, or unanchored
- Play equipment poses no threat of head entrapment, finger entrapment, injury from pinch-points, or projections
- Fall zones under play equipment has sufficient cushioning