

**Facility Checklist for Centers**

**Description:**

The purpose of this tool is to help you look at you evaluate your program space and setting with fresh eyes. Use this tool to reflect on your interior spaces, equipment, building, and grounds to identify strengths, things in need of updating, and important-to-you features not yet in place. This checklist is not about meeting legal requirements; it was designed to help you create a safe, supportive, enriching environment for children and staff.

**Directions:**

Use this checklist to reflect on your program setting. After completing the checklist, reflect on your responses to identify your priorities to help your program grow. Service Navigators can help connect you to OEC resources and help you choose your next step.

**Read about one program designed their space:**

Play and Learn Child Care is a small child care program with 50 children from the age of 6 weeks to 5 years. Play and Learn staff are proud of the physical space of their program. The building has a common area where children, families and staff can interact. This area is also a place for staff to welcome families and visitors. It is cleaned daily. The building has a mix of different types of lighting, including natural light. The space is filled with a mix of soothing sounds and sounds of children playing.

The staff work hard to keep their classrooms spaces clean, organized, and inviting. In each classroom, there is a mix of purchased early learning materials, found items like loose parts, and home items to create a cozy atmosphere for the children. Outdoor spaces and the playground are an extension of the classroom.

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| --- | --- | --- | --- | --- |
| **Assessment of Program Strengths and Needs:**  **Program Space and Setting** | | | | |
|  | **We’ve got this!** | **We’re a work in progress!** | **We’re not there yet!** | **Comments** |
| **Our building and interior spaces** | | | | |
| Our building’s entry and corridor spaces are clean, inviting, and welcoming to families and visitors. There are no poorly lit or messy spaces. |  |  |  |  |
| All rooms in the building smell clean and fresh, with no strong or bad odors lingering. |  |  |  |  |
| Noise levels support learning: there is not excessive noise from outside, from other rooms, from air handling equipment, or from frequent/ too loud music or other sound sources. |  |  |  |  |
| There are places in our building for staff to take a break away from the children to sit, eat, relax, plan, and/or communicate. |  |  |  |  |
| **Indoor equipment and furnishings** | | | | |
| There is a good variety of toys, puzzles, books, art materials, and other learning equipment available to the children in each learning space. There is enough for children to have choices. |  |  |  |  |
| In each classroom, there is equipment and supplies related to age-appropriate learning topics (such as math, science, technology, music); nothing is obviously missing. |  |  |  |  |
| In each classroom, books, puzzles, dolls, and other learning equipment are not worn, broken, missing parts, or outdated with respect to current images of people in society. |  |  |  |  |
| **Our outdoor spaces** | | | | |
| We have outdoor space (that we own or use) that supports a variety of gross motor play experiences, such as running, climbing, pedaling, swinging. |  |  |  |  |
| We have outdoor space that supports one or more sensory experiences, such as sand play, water play, gardening or digging. |  |  |  |  |
| We have outdoor space that supports other learning activities such as art, building, dramatic play, music, table toys, and science learning. |  |  |  |  |

**Additional Questions**

Additional questions: Are outdoor areas able to be used during all times of the year? Is there a space where administrators can meet with families that is inviting and free of clutter?