

**Facility Checklist for Family Child Care**

**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. Staffed Family Child Care Networks and OEC Service Navigators can help connect you to OEC resources and help you choose your next step.

**Read about how one provider uses her space:**

Erika is the owner of Erika’s Angels, a family child care home. Erika works hard to create a comfortable space for the children who attend her program to learn and grow. She keeps her home neat and clean so families feel comfortable and the children know where everything belongs. She has a play area with lots of toys and materials to support learning through play. Erika makes sure all learning materials and pictures have different types of people. She has photos of the families that attend the program and some of her own family too. Her backyard is also a learning space. It includes climbing structures and materials for sensory exploration and dramatic play. The children love spending time in her home all year.

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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** | | | | |
| Provider’s space has a professional appearance and invites access by families. |  |  |  |  |
| Our entry and corridor spaces are clean, inviting, and welcoming to families and visitors. There are no poorly lit or messy spaces. |  |  |  |  |
| Rooms 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. |  |  |  |  |
| **Indoor equipment and furnishings** | | | | |
| Within the space for children, there is equipment and supplies related to age-appropriate learning topics (such as math, science, technology, music); nothing is obviously missing. |  |  |  |  |
| Within the space for children, books, puzzles, dolls, and other learning equipment are not worn, broken, missing parts, or outdated with respect to current images of people in society. |  |  |  |  |
| 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. |  |  |  |  |
| **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. |  |  |  |  |