



Warmenhoven Institute for Inclusion



Indicators for Quality Inclusive Child Care – A Parent’s Checklist:

- Are families and children welcomed, and are children greeted in a loving, respected way?
- Are all parents welcome at anytime during the day?
- Is the overall atmosphere bright, cheerful and child-focused, without being overwhelming?
- Do you notice caregivers/teachers really listening to children and families?
- Are caregiving and teaching practices responsive to differences in children’s abilities, interests and experiences?
- Are the sounds of children predominantly happy?
- Does it appear that the adults and children enjoy being together?
- Is the physical environment safe, secure and free of barriers that limit or prevent access and mobility (e.g., ramps, outside play area, bathrooms)?
- Is there a fenced-in outdoor play area with a variety of safe equipment?
- Can the caregivers/teachers see the entire play yard at all times?
- Are learning materials and toys sufficient, safe, clean and within reach of all children?
- Are there enough for the number of children?
- Are there different areas for resting, quiet play and active play? Is there enough space for the children in all of these areas?
- Is there a daily balance of active and quiet activities (e.g., play time, story time, activity time and nap time)? Are the activities appropriate for each ability and age level?
- Are the majority of planned developmental activities individualized or in small groups?
- Do learning materials, books and pictures reflect diversity, including children with special need
- Do caregivers/teachers use a variety of instructional strategies to meet the individual needs of children?
- Do caregivers/teachers facilitate or enhance interactions between children with and without disabilities?
- Are children with disabilities included socially and engaged in meaningful activities throughout the day?
- Are children with disabilities given support and assistance when needed, and is it unobtrusive?
- Does the program accept children who are not yet walking or toilet-trained?
- Are therapeutic and/or support services such as OT, PT and Speech Therapy welcomed and provided on-site?
- Are parent’s ideas welcomed? Are there ways for families to be involved in the program?
- Does communication between parents and staff seem open and ongoing? Are events and information shared with families regularly?
- Is the program licensed by the state?
- Is the program accredited or working towards national accreditation?

Adapted from “Choosing Quality Child Care for a Child with Special Needs,” a *Child Care Aware* brochure. 1-800-424-2246 www.childcareaware.org



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When observing and listening, pay particular attention

to 5 indicators of quality inclusive child care:



A POSITIVE AND HAPPY LEARNING ENVIRONMENT

- Are the children engaged?
- Is the staff involved with children at eye-level?
- Are the rooms bright and cheerful without being overwhelming with too many sights and sounds?
- Do the adults speak positively about all children?

THE RIGHT NUMBER AND MIX OF CHILDREN AND ADULTS

- Are all children receiving individual attention?
- Do adults call children by name?
- Are children comforted, when needed, by staff or other children
- Does the staff overuse the “time-out” tactic?



TRAINED AND SUPPORTED PERSONNEL

- Are caregivers trained in early childhood education and special needs?
- Are teaching staff available to attend school district educational meetings with families who have children in their program who are receiving special education services?
- Do those who work with children themselves receive positive support?

A DEVELOPMENTAL FOCUS ON THE CHILD

- Do you see and hear a variety of developmental activities taking place?
- Do the children have opportunities to control objects and events in their environment?
- Are activities based on the children’s level of functioning?
- Are learning materials accessible to children with special needs?
- Do children have ‘play buddies’ so that children with special needs have peers to support them during play and routine activities?

PARENTS TREATED AS PARTNERS

- Does child care personnel help families develop goals for children and plans to achieve the
- Does the program provide families with regular schedules of activities and events?
- Does the child care staff describe their communication practices as “open”?

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For additional information and support contact the Inclusion Collaborative at (408)453-6560
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