

Preschool Environment Checklist

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

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experiences: <input type="checkbox"/> Art <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play	<input type="checkbox"/> Reading <input type="checkbox"/> Nature/ Science <input type="checkbox"/> Manipulatives/Fine Motor	
Centers are organized for independent use by children		
<input type="checkbox"/> Labeled open shelves <input type="checkbox"/> Uncluttered shelves	<input type="checkbox"/> Labeled containers for toys (w/ pictures) <input type="checkbox"/> Accessible play space near toys	
<input type="checkbox"/> Arrangement of room makes it possible for staff to provide visual supervision		
<input type="checkbox"/> There is sufficient space for several activities to go on at one time and traffic patterns do not interfere with activities		
<input type="checkbox"/> Areas for quiet and active play are separated		
<input type="checkbox"/> Additional materials are available to add to or change interest centers		
Space for Privacy		
<input type="checkbox"/> There is space set aside for one or two children to play, protected from intrusion by others		
<input type="checkbox"/> There is more than one space available for privacy		
Child-related display		
<input type="checkbox"/> Individualized children's work comprises more than 50% of the classroom display		
<input type="checkbox"/> Appropriate materials are displayed for the age of the children (Ex: photos of children, nursery rhymes, seasonal displays)		
<input type="checkbox"/> Three-dimensional child-created work displayed as well as flat work		
<input type="checkbox"/> Pictures showing diversity (people of different races, cultures, ages, abilities, and gender in non-stereotyping roles)		
<input type="checkbox"/> Many items displayed where children can easily see them		
<input type="checkbox"/> Photographs of children in the group, their families, pets, or other familiar faces displayed on child's eye level		
<input type="checkbox"/> New materials added or display changed at least monthly		
Spaces for gross motor play		

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<input type="checkbox"/> There is adequate space outdoors and some space indoors for gross motor play	
<input type="checkbox"/> Space is easily accessible to the children	
<input type="checkbox"/> Space is organized so that different types of activities do not interfere with one another	
<input type="checkbox"/> 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: <input type="checkbox"/> balancing <input type="checkbox"/> climbing <input type="checkbox"/> ball play <input type="checkbox"/> steering <input type="checkbox"/> tumbling <input type="checkbox"/> jumping <input type="checkbox"/> throwing <input type="checkbox"/> pedaling	
<input type="checkbox"/> 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)	
<input type="checkbox"/> There is enough gross motor equipment so that children have access without a long wait	
<input type="checkbox"/> Gross motor equipment is in good repair	
<input type="checkbox"/> Most of the stationary equipment (75%) is appropriate for the age and ability of the children	
<input type="checkbox"/> 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: <input type="checkbox"/> fantasy <input type="checkbox"/> factual information <input type="checkbox"/> animals <input type="checkbox"/> nature/science <input type="checkbox"/> people of various races, cultures, ages and abilities	
<input type="checkbox"/> Book are organized in a reading center for children to use independently (all accessible books do not have to be in the reading center)	
<input type="checkbox"/> Books and language materials are rotated to maintain interest	
<input type="checkbox"/> Some books should relate to current classroom activities or themes	

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<input type="checkbox"/> Additional language materials are available (posters and pictures, flannel board stories, picture card games, and recorded stories and songs)	
<input type="checkbox"/> Books are appropriate for the age, development and abilities of the children in group	
<input type="checkbox"/> 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: <ul style="list-style-type: none"> <input type="checkbox"/> small building toys (ex: interlocking blocks and Lincoln logs) <input type="checkbox"/> art materials (ex: crayons and scissors) <input type="checkbox"/> manipulatives (ex: beads of different sizes for stringing, pegs and pegboards, and sewing cards) <input type="checkbox"/> puzzles 	
<input type="checkbox"/> Materials well-organized (similar toys stored together; sets of toys in separate containers)	
<input type="checkbox"/> Containers and accessible storage shelves have labels to encourage self-help	
<input type="checkbox"/> Materials of different levels of difficulty available	
<input type="checkbox"/> Materials are rotated to maintain interest	
Art	
3 to5 different art materials from at least four categories are accessible for a substantial portion of the day. Categories of art materials include: <ul style="list-style-type: none"> <input type="checkbox"/> drawing materials (ex: paper, crayons, markers, pencils) <input type="checkbox"/> paints (ex: finger paint, water colors, brushes, sponges) <input type="checkbox"/> three-dimensional materials (ex: play dough, clay, wood gluing, or carpentry) <input type="checkbox"/> collage materials (ex: feathers, buttons, yarn) <input type="checkbox"/> tools (ex: safe scissors, staplers, hole punches, tape dispensers) 	
Music and movement	
<input type="checkbox"/> Music center with music materials are accessible for children’s use at least 1 hour daily	

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<input type="checkbox"/> Enough musical instruments for at least half of the children to use at once	
<input type="checkbox"/> 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)	
<input type="checkbox"/> Block area set aside out of traffic, with storage and suitable building surface	
<input type="checkbox"/> The block area is accessible for play for a substantial portion of the day	
<input type="checkbox"/> 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: <input type="checkbox"/> unit blocks- wooden or plastic, including shapes such as rectangles, squares, triangles, and cylinders <input type="checkbox"/> large hollow blocks- wooden, plastic or cardboard <input type="checkbox"/> homemade blocks- shoe boxes, plastic containers, etc.	
<input type="checkbox"/> A variety of accessories are accessible daily (ex: toy people, animals, vehicles, and road signs)	
<input type="checkbox"/> Blocks and accessories are stored on open, labeled shelves.	
<input type="checkbox"/> Some block play is available outdoors	
Dramatic play	
<input type="checkbox"/> Dramatic play center is clearly defined, with space to play and organized storage	
<input type="checkbox"/> Dramatic play center accessible for a substantial portion of the day	
<input type="checkbox"/> Many dramatic play materials accessible including dress-up clothes`	
<input type="checkbox"/> Props for at least two different themes are accessible daily (ex: housekeeping, and office)	
<input type="checkbox"/> Materials are rotated for a variety of themes	
<input type="checkbox"/> Props provided to represent diversity	
<input type="checkbox"/> Props provided for active dramatic play outdoors	
Sand and water play	

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<input type="checkbox"/> Provision for sand and water play provided either outdoors or indoors (preferably both if classroom size permits)	
<input type="checkbox"/> Variety of toys accessible for play (ex: containers, spoons, funnels, scoops, shovels, pots and pans, molds, toy people, animals, and trucks)	
Nature/science	
<p>Many developmentally appropriate games, materials, and activities from three categories accessible for a substantial portion of the day. The categories are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> collections of natural objects (ex: rocks, insects, seed pods) <input type="checkbox"/> living things (ex: house plants, gardens, pets) <input type="checkbox"/> nature/science books, games, or toys (ex: nature matching cards, nature sequence cards) <input type="checkbox"/> nature/science activities (ex: cooking, and simple experiments w/ magnets, magnifying glasses, etc.) 	
<input type="checkbox"/> Materials are well-organized and in good condition (ex: collections stored in separate containers, animals' cages clean)	
Math/number	
<p>3 to 5 different math/number materials of each type are accessible for a substantial portion of the day. The types are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> counting <input type="checkbox"/> measuring <input type="checkbox"/> comparing quantities <input type="checkbox"/> recognizing shapes <input type="checkbox"/> written numbers 	
<input type="checkbox"/> Materials are well-organized and in good condition (ex: sorted by type, all pieces needed for games are stored together)	
<input type="checkbox"/> Materials are rotated to maintain interest	
Use of TV, video, and/or computers	
<input type="checkbox"/> All materials used are nonviolent and culturally sensitive	

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<input type="checkbox"/> Alternate activities accessible while TV/computer is being used	
<input type="checkbox"/> Use of TV limited to 60 minutes daily	
<input type="checkbox"/> Use of computer is limited to 20 minutes daily, it is offered as one of several free choice activities	
<input type="checkbox"/> 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)	
<input type="checkbox"/> 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)	
<input type="checkbox"/> 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	
<input type="checkbox"/> Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles	
<input type="checkbox"/> 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)	
<input type="checkbox"/> Protective covers on electrical outlets; all electrical cords are kept out of reach of children	
<input type="checkbox"/> Heavy objects or furniture placed so that children cannot pull them down	
<input type="checkbox"/> Controls or knobs are not accessible	
<input type="checkbox"/> Hot stove or fireplace must be protected from children’s reach	
<input type="checkbox"/> Pot handles on stove are not accessible	
<input type="checkbox"/> Medicines, cleaning materials, pesticides, aerosols, and substances labeled “keep out of reach of children” are locked away	
<input type="checkbox"/> Bleach solution used only when children cannot inhale the spray	
<input type="checkbox"/> Hot water temperature set to 120 degrees F or less in children’s restrooms	

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<input type="checkbox"/> Mats/rugs do not slide or present tripping hazards	
<input type="checkbox"/> Open stairwells are not accessible	
<input type="checkbox"/> There are no play areas in front of doors	
Safety practices (outdoor)	
<input type="checkbox"/> Tools (not meant for children's use) are not accessible	
<input type="checkbox"/> All dangerous substances labeled "keep out of reach of children" are locked away	
<input type="checkbox"/> There are no sharp or dangerous objects present	
<input type="checkbox"/> Walkways and stairs are safe for the age and development of children, or there are barriers preventing access by children	
<input type="checkbox"/> There are barriers preventing access to road or driveways	
<input type="checkbox"/> Hazardous trash is not accessible	
<input type="checkbox"/> Play equipment is not too high, in poor repair, or unanchored	
<input type="checkbox"/> Play equipment poses no threat of head entrapment, finger entrapment, injury from pinch-points, or projections	
<input type="checkbox"/> Fall zones under play equipment has sufficient cushioning	