



PTQ: Readiness Checklists for Licensed Homes

The Readiness Checklist is a self-guided, user-centered tool that program leaders and administrators use to assess alignment with Paths to QUALITY™ standards for the level they are working to achieve or maintain. It is designed to promote reflection and guide intentional action planning.

Take Action:

1. Explore the information in the checklist to become more familiar with PTQ standards.
2. Complete the self-assessment checklist by checking yes, no or N/A (when applicable) for each standard.
 - If you mark no or cannot provide documentation for the standard, reach out to a Child Care Support Line at 1.800.299.1627.
3. If all standards are met, and you are ready for a PTQ advancement, complete [this form](#) to trigger a rating visit.

Get More Help:

Contact the Child Care Support Line for help at 1.800.299.1627, if more clarification is needed around a specific standard.

Paths to QUALITY™

Readiness Checklist

for Homes

Level 2



Readiness Checklist for Homes

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Readiness Checklist Structure

The first digit indicates the PTQ level and the second digit after the period indicates the standard number. In this example, this number indicates level 2; standard 8.

This section explains how to meet the standard.

Use this section to learn what evidence you need to demonstrate you meet this standard. There are 3 forms of evidence:

- Documentation
- Interview
- Observation

Area of Focus: Infant/Toddler/Preschool/School Age/Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.8		☐ Yes ☐ No	
<u>Things to consider:</u>			
Action Plan			
Actions	Timeframe	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need Additional Support	

Use this section to reflect on your current practices related to this standard.

Outline concrete steps you will take to meet this standard.

Determine a realistic timeframe to complete each action.

If you need additional support meeting this standard, this section will be filled out with recommended trainings and resources and sent back to you.

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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.1 All requirements in Level 1	The license issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing	☐ Yes ☐ No	Documentation: License for the site must be prominently posted with site address and license number. (Note: license expiration date _____)
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.2 Lead Caregiver receives orientation and trains assistants on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	Lead Caregiver has received orientation on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five	☐ Yes ☐ No	Documentation: Evidence of attendance which includes the instructor's signature, length of course, date, and an outline or agenda of the "FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five" orientation training as per the Education and Training Summary Form (or equivalent form).
	All assistant caregivers have received training on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five	☐ Yes ☐ No ☐ N/A	Documentation: Evidence of attendance which includes the instructor's signature, length of course, date, and an outline or agenda of the "FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five" orientation training as per the Education and Training Summary Form (or equivalent form).
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.3 Lead caregiver is a member of a nationally recognized and Bureau of Child Care approved early childhood organization.	Lead Caregiver can demonstrate current membership in a nationally recognized early childhood organization.	☐ Yes ☐ No	Documentation: Current membership card and/or letter, demonstrating member is current. Other membership resources, such as journals or periodicals, may also be used in determining membership. (Note: membership expiration date)
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.4 Child care home has a written philosophy and goals for children.	Child care home has a written philosophy, which includes goals for children.	☐ Yes ☐ No	Documentation: Written philosophy and goals.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.5 Lead Caregiver will have a current CDA or equivalent certificate OR An early childhood degree or equivalent degree. OR Have completed 45 clock hours of educational training leading to an early childhood/child development degree or CDA credential within the past three years.	Lead Caregiver has achieved and possesses a current CDA or equivalent certificate. OR Lead Caregiver has achieved an early childhood degree or equivalent degree. OR Lead Caregiver has completed 45 clock hours of educational training in early childhood training in the past three years* leading to a CDA or early childhood/child development degree.	☐ Yes ☐ No	Documentation: Child Development Associate credential or CDA equivalent certificate available for review, with current expiration date. Note: CDA or equivalent certificate expiration date: _____ OR Transcript for early childhood degree or equivalent degree. OR Education and Training Summary Form (or equivalent form) completed and in the lead caregiver's file, documenting attendance of 45 clock hours of training. Transcripts, curriculum schedule, certificates, or other written documentation from an agency or organization with expertise in early childhood teacher preparation that meets the requirements set by the Council for Professional Recognition. *Note: Three years = 36 months previous to the date of the rating request.
Things to Consider:			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.6 At least 50% of caregivers, including the lead caregiver, participate annually in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.	At least 50% of caregivers, including the lead caregiver, have participated in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.	☐ Yes ☐ No	Documentation: Education and Training Summary Form (or equivalent form) with supporting documentation such as certificates, transcripts, curriculum schedule from ECE/CD degree program or other appropriate evidence for caregiver that demonstrates 50% participation of total caregiving staff and a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood. Round up to determine number of staff required when calculating percentage. For caregivers employed less than one year, in-service hours should be prorated based on the number of months since the date of hire.
Note: Training is only valid for one year ending with the date of the rating visit. Example: If your rating is scheduled on August 1, 2021, all training from August 2, 2020 – August 1, 2021, is valid. Prorated Hours: Any employee that is employed less than one year needs 1.25 hours of training for every month employed. SPARK suggests always rounding up to ensure sufficiency.			
Action Plan			
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Standard	Breakdown	Meets Standard?	Evidence
2.7 A system is in place for communicating pertinent information to families, daily, and annual family conference for each child.	1. Home has a system in place for daily communication of pertinent information to families.	☐ Yes ☐ No	Observation: Oral or written communication with families. Interview: Describe your system for daily communication of pertinent information to families.
	2. Home has a system in place for communicating pertinent information to families at an annual family conference.	☐ Yes ☐ No	Interview: Describe or show your system for conducting annual family conferences for each child.
<u>Things to consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.8 A written emergency plan is established and implemented. The plan is shared with parents at the time of enrollment and/or any time the provider initiates a change in any aspect of the plan. The purpose of the written emergency plan is to make all emergency policies and procedures clear to parents. The plan is to be signed by the parent(s) to indicate their understanding and acceptance of the policies and procedures. The written emergency plan will include:	1. The procedures for notifying parents in the event of the provider's illness, the illness of a member of the household who may be contagious to others, or any emergency that prevents children from being cared for in the provider's home.	☐ Yes ☐ No	Documentation: Written emergency plan, policies, and procedures that address items 1 thru 7 are available to review in hard copy. Documentation that all parents of enrolled children understand and indicated acceptance by signature of the program's written emergency plan, policies, and procedures is available for review
	2. Back-up plan for care that the provider will arrange in the event of an emergency.	☐ Yes ☐ No	
	3. Directions to parents for having a back-up plan for care in place, in the event of their child's illness or the provider's inability to care for children.	☐ Yes ☐ No	

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	4. Alternative contacts and medical care authorization available in case parents cannot be reached in the event of an emergency.	☐ Yes ☐ No	Additional Documentation: Contacts and medical care authorization are on file for each enrolled child
	5. A list, provided by the parent(s), of people authorized to pick up a child.	☐ Yes ☐ No	Additional Documentation: List of authorized people available for review.
	6. A plan for fire evacuation or any other type of evacuation.	☐ Yes ☐ No	Additional Documentation: Written fire and other evacuation plan available for review.
	7. A plan for safe shelter during a tornado warning or any other threatening weather emergency.	☐ Yes ☐ No	Additional Documentation: Written emergency weather (including tornado) plan available for review

Things to Consider:

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Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.9 Written policies and a child care contract is established and implemented with families. The contract should be signed by the parent(s) and must contain:	1. Persons authorized to pick up a child	☐ Yes ☐ No	Documentation: Written policies and a childcare contract that address items 1 through 14 are available to review in hard copy. Documentation that all parents of enrolled children understand and indicated acceptance by signature of the program's written policies and child care contract.
	2. Illness policies, including reasons for exclusion	☐ Yes ☐ No	
	3. Guidance and discipline policy	☐ Yes ☐ No	
	4. Medication administration procedure	☐ Yes ☐ No	
	5. Policy regarding parent conferences, visits and open-door policy	☐ Yes ☐ No	Additional Documentation: Policies regarding parent conferences, visits, and unscheduled visits by a custodial parent or guardian of a child are permitted at any time the program is in operation have been explained to the parent(s).
	6. Information on transportation and field trips	☐ Yes ☐ No	

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	7. Hours care is provided	☐ Yes ☐ No	
	8. Late pick-up policy	☐ Yes ☐ No	
	9. Payments and fee schedule	☐ Yes ☐ No	
	10. Vacation policies for both provider and family vacations	☐ Yes ☐ No	
	11. Sick leave policies for both provider and children's illness	☐ Yes ☐ No	
	12. Alternate care/substitute policies	☐ Yes ☐ No	
	13. Termination of care policy	☐ Yes ☐ No	
	14. Child information including individual needs, fears or food preferences/allergies	☐ Yes ☐ No	Additional Documentation: Registration or childhood information form, completed by parent, contains information about any individual needs, fears, food preferences or allergies the child may

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			have or special accommodations which may be required.
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Area of Focus: Infant/Toddler/Preschool/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.10a. The home is welcoming, nurturing, and safe for children to have interactions and experiences that promote their physical, social and emotional well-being. Indicators must include:	1. Each child and his/her family are warmly acknowledged upon arrival and departure.	☐ Yes ☐ No	Observation: Warmly means the child and his/her family are acknowledged upon arrival and at departure with either a positive verbal or non-verbal acknowledgement. Interview: Can you describe what happens when children arrive and leave?
	2. Each child feels safe, accepted and protected. This is supported by daily practices that reinforce respect for people, feelings, ideas, and materials.	☐ Yes ☐ No	Observation: The caregiver demonstrates behaviors such as physical affection, eye contact, tone of voice, and smiles. Caregiver's voice expresses caring, empathy, and concern. Daily practices by the caregiver reinforce respect for people, feelings, ideas, and materials so that each child feels safe, accepted and protected. Interview: Describe the program's philosophy for ensuring respect for people, feelings, ideas, and materials.
	3. The environment includes representation of each child and family (including all age groups, abilities, and cultures), which might include books, pictures, photographs, music/songs,	☐ Yes ☐ No	Observation: The environment includes representation of age groups, abilities, and cultures, such as music/songs, games, toys, dress up clothes/materials, and food.

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	games, toys, dress-up clothes/materials, and foods		Interview: How do you include representation of the children and families that you provide care for?
	4. A place for storage of each child's personal belongings and possessions is labeled with the child's name.	☐ Yes ☐ No	Observation: Each child has a specially labeled space, such as a cubby, basket, or bag, to hold individual belongings. If bags are used, they must not pose a safety hazard.
	5. Caregivers communicate with and listen to children (both verbal and nonverbal messages) with lots of one-on-one attention throughout the day and usually at eye-level, including time when the caregiver is down on the floor with the children.	☐ Yes ☐ No	Observation: Caregiver is observed communicating with and listening to children with lots of one-on-one attention. Caregiver is consistently observed at eye level with the children and is observed, whenever possible, spending time down on the floor with children.
	6. Children's ideas, requests, and questions are acknowledged with a verbal response or physical gesture.	☐ Yes ☐ No	Observation: Caregiver is observed responding positively to children's ideas, requests and questions.
	7. Children's feelings are acknowledged with an accepting, non-critical verbal response or physical gesture.	☐ Yes ☐ No	Observation: Caregiver is observed responding to children in a non-critical, accepting manner. Verbal responses and physical gestures are positive.
	8. Caregivers refrain from negative verbal or physical responses to children at all times, which includes yelling, criticizing, scolding, threatening, using	☐ Yes ☐ No	

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	sarcasm, name calling, yanking, pinching, squeezing, or spanking.		
	9. Destructive or disruptive behavior is addressed with children (face-to-face rather than from a distance) by the caregiver, explaining the effect of the behavior, stating the desired behavior, and redirecting or helping the child make alternate choices.	☐ Yes ☐ No	Observation: Caregiver responds to destructive or disruptive behavior in a manner that: provides for the safety of the child; provides for the safety of others in the home; is calm; is respectful to the child; provides the child with information on acceptable behavior; and assists the child in making alternate choices. Interview: How do you respond to destructive or disruptive behavior?
	10. Conflicts are resolved by/with children through a problem-solving approach (acknowledge feelings, listen to children share what happened, ask for ideas or solutions, and follow through.)	☐ Yes ☐ No	Interview: What types of conflict resolution or problem-solving approaches do you use? How is this approach modified for non-verbal children?
	11. The caregiver sometimes joins in children's play, expanding upon their ideas and playing interactively.	☐ Yes ☐ No	Observation: Caregiver is observed joining in children's play, expanding upon their ideas and playing interactively with the children. During large group time, caregiver is observed actively engaged with the children. During free choice time, caregiver's presence in the play expands upon the child's ideas and does not interfere with the child's play. Interview: Describe your interaction with the children during playtime

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	12. The home is generally characterized by varying sounds and/or comfortable conversation from engaged children and involved adults	☐ Yes ☐ No	Observation: The environment is pleasant, not over stimulating or distracting.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Infant/Toddler			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.10b. Specific Infant/Toddler indicators must include: ☐ N/A	1. Infants are frequently held, comforted when crying.	☐ Yes ☐ No	Observation: Caregiver is directly observed responding to crying infants. Interview: Describe your typical practice when an infant cries.
	2. Infants are given one-to-one attention during feeding and diapering.	☐ Yes ☐ No	Observation: Caregiver is directly observed providing one-to-one attention to infants during feeding and diapering. Interview: Describe your interactions with infants and toddlers during typical, routine caregiving activities.
	3. Caregivers engage in many one-to-one face-to-face interactions with infants/toddlers, including singing and playful interactions.	☐ Yes ☐ No	Observation: Caregiver is directly observed interacting with infants and toddlers.
	4. Caregivers acknowledge infant/toddler babblings with a verbal response, vocal imitation or physical gesture.	☐ Yes ☐ No	Observation: Caregiver is directly observed intentionally responding to infant/toddler babblings with verbal responses, vocal imitation or positive physical gestures. Interview: How do you promote language development of the infants and toddlers in your care?

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	5. Caregivers engage in conversation with toddlers.	☐ Yes ☐ No	Observation: Caregiver and toddler are observed taking turns being the listener or communicator.
	6. Caregivers give toddlers simple words to use to express feelings. Verbal toddlers are then encouraged to use words in conflict situations.	☐ Yes ☐ No	Observation: Caregiver is directly observed providing and encouraging toddlers with simple words to use for their feelings and to use in conflict situations. Interview: Describe how you teach toddlers to communicate and express their feelings.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.11a. Daily schedule provides ample time for child-directed choices with activities and materials that are geared to the age, interests, and abilities of each child. Indicators must include:	1. The daily schedule is consistent and predictable.	☐ Yes ☐ No	Documentation: Daily schedule will be viewed. Observation: Caregivers or children can mention what comes next.
	2. Children direct their own free play (individual or group play) for at least one half-hour at a time, totaling at least two hours in an eight-hour day.	☐ Yes ☐ No	Documentation: Daily schedule will be reviewed to ensure that individual or group free play is available for at least one half-hour at a time, totaling at least 25% of the program day. Observation: Children are observed making choices in the activity they participate in.
	3. Routine tasks (which might include labeling, sorting, classifying, folding clothes, counting while cleaning up or setting the table) are viewed as learning opportunities.	☐ Yes ☐ No	Observation: Children are observed helping with the routine care of the home and other routines. The caregiver uses these experiences to teach self-help skills and to further logical thinking structures. Caregiver may be observed using routine tasks with infants as learning opportunities.
	4. Transitions are generally relaxed, allowing time for play and completing activities. Children are transitioned from one activity to the next to avoid idle sitting and waiting time.	☐ Yes ☐ No	Observation: Caregiver is engaged in transitions with children. Caregiver uses verbal and non-verbal cues to prepare children for changing from one activity to another. Children respond to transitions positively and are engaged in meaningful activity.

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	5. Meal times are relaxed, with no scolding or nagging. Children are encouraged to sample new foods but allowed to eat the foods of their choice.	☐ Yes ☐ No	Observation: Caregiver is observed creating a relaxed atmosphere when food is served. Interview: How do you encourage children to sample new foods?
	6. Nap time is relaxed with alternative, supervised activities available for the non-napping children.	☐ Yes ☐ No ☐ N/A (School-Age Only Programs)	Observation: Relaxed naptime is observed, with children who are not napping engaged in supervised activities. Interview: What are the alternate activities for non-napping children?
	7. The caregiver has a system for rotating toys and materials for variety so that unused toys are stored and later reintroduced.	☐ Yes ☐ No	Observation: Storage area for extra materials to be rotated Interview: What is your system for rotating toys and materials?
	8. TV/VCR/DVD, if used, is primarily an educational experience. Caregiver discusses what is viewed with children and provides an alternative activity; OR TV/VCR/DVD is not used at all.	☐ Yes ☐ No	Observation: Educational experiences include programs/movies designed to stimulate children's thinking and physical activity. They do not include violent, sexually explicit or culturally insensitive material. If TV/VCR/DVD is used, the caregiver views the program/movie with the children. The caregiver actively engages in conversations with the children about what is being viewed, asks questions, and provides comments about the show. Alternate play activities are planned for children who do not wish to view the program, as

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			well as follow up activities reinforcing concepts introduced in the program. Interview: How often do you use the TV/VCR/DVD per week? What is your typical practice for the use of TV/VCR/DVD?								
<u>Things to Consider:</u>											
Action Plan <table> <tr> <th>Actions</th> <th>Timeline</th> <th>Progress</th> <th>Recommendations</th> </tr> <tr> <td></td> <td></td> <td> ☐ Completed ☐ In progress ☐ Need additional support </td> <td></td> </tr> </table>				Actions	Timeline	Progress	Recommendations			☐ Completed ☐ In progress ☐ Need additional support	
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 Checklist Version 2.0
 Rev. 1/31/2022

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			well as follow up activities reinforcing concepts introduced in the program. <i>Interview:</i> How often do you use the TV/VCR/DVD per week? What is your typical practice for the use of TV/VCR/DVD?
<u>Things to Consider:</u>			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.11b. Outdoor play time indicators must include:	1. Outdoor play is included daily when weather, air quality, or environmental safety conditions do not pose a health risk. Active indoor play may be a replacement when necessary.	☐ Yes ☐ No	Observation: Direct observation of outdoor play. Interview: Under what circumstances would you replace active indoor play for outdoor play? What activities would you provide for the children?
	2. Outdoor/large motor activities and plentiful play materials for a variety of skills are offered (for example, climbing, running, jumping, balancing, riding, and playing with balls).	☐ Yes ☐ No	Observation: Outdoor play materials appropriate for number of children and skill level. Interview: What types of outdoor/large motor activities do the children participate in?
<u>Things to Consider</u>			

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Action Plan			
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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.11c. Specific Infant/Toddler indicators must include: ☐ N/A	1. Individual napping schedules are respected for infants and toddlers.	☐ Yes ☐ No	Interview: How are infant/toddler nap schedules individualized?
	2. Play areas are protected and have open spaces for exploring.	☐ Yes ☐ No	Observation: Open spaces should be uncluttered by toys, material, and equipment. The open spaces for exploring should allow for ample movement of infants and should not encourage crowding. For crawling infants and toddlers, the open space should allow the opportunity to crawl, walk and/or run a short distance. The use of protective play areas is limited and used to keep infants and toddlers safe from harm. The children have access to appropriate play materials while in protective area.
	3. Children are offered a variety of outdoor play experiences.	☐ Yes ☐ No	Observation: Caregiver makes available outdoor play experiences which are appropriate for each infant and/or toddler's skill level. For each skills level, a variety of experiences must be available. Interview: What types of outdoor play experiences are offered to the infant/toddler?

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Things to Consider:

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Progress

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☐ Completed

☐ In progress

☐ Need additional support

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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.12a. The home is arranged and utilizes enough materials and activities to provide a variety of age and developmentally appropriate interest centers that invite children's explorations. Caregiver offers at least three of the following centers daily, from which the children may choose. Caregiver regularly rotates the interest centers that are offered. Each interest center must contain at least three different items.	1. Reading: Materials might include books, soft, washable seating/pillows for use while reading.	☐ Yes ☐ No	Observation: Evidence of this standard will include direct observation of a minimum of three of the following interest centers, with a minimum of three different types of materials in each center. For homes that care for infants only, evidence of this standard will include direct observation of at least three of the following interest centers, with three developmentally appropriate learning opportunities available daily in each center. The caregiver must also have readily available for review access to all of the remaining interest centers listed below (items 1 thru 10) that are not accessible to the children on the day of the visit. Interview: What is your system for rotating interest centers?
	2. Writing: Materials might include writing tools, paper, envelopes, typewriter or keyboard, letters, numbers	☐ Yes ☐ No	
	3. Art: Materials might include drawing materials (crayons, markers, thick pencils, variety of paper, sizes and types, not coloring books or dittos/worksheets), painting materials, tools (scissors, hole punch, tape), staplers for school-age children, three dimensional materials (play dough, clay with tools), collage materials (catalogs, magazines, paper scraps, fabric pieces, string, yarn, cotton balls, pipe cleaners, craft sticks)	☐ Yes ☐ No	

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	4. Blocks: Materials might include different size/types of blocks, accessories such as small people, animals, vehicles, and road signs to enhance building, sticks, stones, tape, string, craft sticks, interlocking blocks.	☐ Yes ☐ No	
	5. Dramatic Play: Materials might include dress-up clothes (such as work boots, high heels, a variety of hats, career gear/attire/uniforms, purses, billfolds, and multicultural outfits.) Other items would also include large pieces of fabric/scarves, child-size play furniture, dishes, pots, plans, dolls (multicultural included), dollhouse or other playsets, accessories for dolls, and “props” for different themes.	☐ Yes ☐ No	
	6. Math/Numbers: Materials might include small objects to count/sort/classify, measuring tools (scales, rulers), numbers/shapes, number games, puzzles, and pattern blocks.	☐ Yes ☐ No	
	7. Music and Movement: Materials might include audio equipment, variety of tapes/CDs, music boxes, musical toys and	☐ Yes	

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	instruments, dance props such as scarves/streamers.	☐ No	
	8. Nature and Science: Materials might include collections of natural items (shells, rocks, flowers, bugs), living plants, pets to care for, science games, toys, magnets, magnifying glasses, cooking opportunities.	☐ Yes ☐ No	
	9. Sensory Play: Materials might include water, play dough, sand, or similar materials, along with kitchen utensils, measuring containers, shovel, trough, buckets, small cars and trucks, and water-play accessories for pouring, measuring, squeezing, and basting. Note: Similar materials are considered cornmeal, rice, beans, and oatmeal.	☐ Yes ☐ No	
	10. Small Motor/Manipulative: Materials might include blocks, puzzles, crayons, pencils, scissors, interlocking blocks and other small building toys, pegboard and pegs, games,	☐ Yes ☐ No	

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	counting materials, sorting or classifying materials and containers.		
<u>Things to Consider:</u>			
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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.12b. Specific Infant and Toddler indicators include: ☐ N/A	1. Materials are organized consistently on low, open shelves for independent use by children.	☐ Yes ☐ No	Observation: All accessible materials are organized on low, open shelves. Children are observed independently using materials.
	2. Materials are sturdy and in good condition.	☐ Yes ☐ No	Observation: Materials and equipment do not pose a health or safety risk.
	3. Enough materials to avoid problems with children making the same toy choice and waiting.	☐ Yes ☐ No	Observation: When children want the same toy and a duplicate does not exist, the caregiver redirects the child to make an equally engaging choice.
	4. A variety of open-ended, washable toys, which might include rattles, tethers /rings, balls, pop beads, nesting toys,	☐ Yes	Observation: At least three skill appropriate materials per child are available.

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	containers, cuddle toys, push/pull toys are available.	☐ No	
	5. Furniture adapted for toddlers is available.	☐ Yes ☐ No	Observation: Safe furniture is available for use by toddlers.
	6. Low, stable furniture is available for children to pull themselves up.	☐ Yes ☐ No	Observation: Infants and/or toddlers are observed pulling themselves up on low, stable furniture.
	7. Soft, washable elements, such as cuddle toys, soft furniture, or cushions.	☐ Yes ☐ No	Observation: Direct observation of soft, washable elements appropriate for children in care and soft furniture or cushions.
<u>Things to Consider:</u>			

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Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Level 2

Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.13a. Children are read to daily and encouraged to explore books and other print materials. Indicators must include:	1. Caregiver reads and/or looks at books with children daily, including during quiet, individual lap time.	☐ Yes ☐ No	Observation: Children are observed being read to by the caregiver during various times of the day. For school-age only programs, children are observed being read to or reading. Interview: During what times do you typically read or look at books with children daily?
	2. Books are available and accessible daily for children to look at and enjoy on their own.	☐ Yes ☐ No	Observation: Books are readily available and accessible.
	3. Children are invited to tell stories or “read” a picture book.	☐ Yes ☐ No ☐ N/A (Infant Programs Only)	Observation: Caregiver is observed inviting children to tell stories or “read” a picture book. Interview: How and when do you encourage children to tell you stories or “read” a picture book?
	4. Children are encouraged to explore print and writing. Examples might include scribbling, inventing spellings, writing their name or other words, or making books.	☐ Yes ☐ No ☐ N/A (Infant/Toddler Programs Only)	Observation: Samples of children’s printed work is available for review.

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	5. Caregiver writes words dictated by children as they tell a story or describe their pictures.	☐ Yes ☐ No ☐ N/A (Infant Programs Only)	Observation: Caregiver is observed writing dictations by children or samples are available for review. Children may be observed writing words. Interview: When and how do you go about writing words dictated by children?
	6. A variety of writing materials and toys to be used while writing is available. Materials might include markers, child-sized pencils, chalk and chalk board, paper, envelopes, stamps, tape, paper punch, stickers, magazines, calendars, toy telephones, puppets, tape recorder, alphabet letters, or flannel boards.	☐ Yes ☐ No	Observation: Writing materials, which include at least 3 types of materials, appropriate for the skill level of the children are available. Materials to use with writing utensils are also visible. All materials should be developmentally appropriate to the ages of the children.
	7. Preschoolers are provided language materials daily, in addition to books, which might include puppets, flannel boards, recorded stories and picture card games.	☐ Yes ☐ No ☐ N/A (School-Age Children Only OR Infant and Toddler Only)	Observation: During free play and interest center play, preschoolers have access to books and language materials.
	8. Books for preschoolers must include a variety of imaginative, rhyming, and informational books.	☐ Yes ☐ No	Observation: Books for preschoolers are accessible and are reviewed for a variety of imaginative, rhyming, and informational content.

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		☐ N/A (School Age Programs Only OR Infant and Toddler Only)	
	9. Books for school-age children must include a variety of reading levels and topics, which might include adventures, mysteries, and information books and magazines,	☐ Yes ☐ No ☐ N/A (Preschool only OR infant/toddler only programs)	Observation: School-age children will have access to books. Books will be reviewed to ensure at least 3 different reading levels are evident, as are topics which are appropriate and relevant for school-agers, such as adventures, mysteries, and information books and magazines.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Level 2

Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.13b. Specific Infant and Toddler indicators. ☐ N/A	1. The availability of durable books with short stories about common daily activities.	☐ Yes ☐ No	Observation: Durable, appropriate books and stories will be available and accessible to toddlers and infants.
	2. The availability of sturdy, simple books with pictures of real objects for toddlers to look at on their own.	☐ Yes ☐ No	Observation: Available books will be reviewed, to ensure they are sturdy and are simple, with pictures of real objects. Books are readily available for toddler use.
	3. Daily language activities using books, pictures or puppets.	☐ Yes ☐ No	Observation: Caregiver is observed facilitating or making available language activities, which include books, pictures, or puppets. Interview: Describe your daily procedure for providing language activities which use books, pictures or puppets.
	4. Toddlers are encouraged to experiment with a variety of writing materials.	☐ Yes ☐ No	Observation: Infants and toddlers, as developmentally appropriate, are observed experimenting with appropriate writing materials. Interview: Describe how you encourage toddlers to experiment with a variety of writing materials.
	5. Caregivers respond to sounds/speech, including by imitating infants' vocalization and engaging toddlers in conversation.	☐ Yes ☐ No	Observation: Caregiver is observed responding to sounds/speech, including by imitating infants' vocalizations and engaging toddlers in conversation.

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	6. Caregivers talk about objects and events that infants and toddlers experience.	☐ Yes ☐ No	Observation: Caregiver is observed talking about objects and events relevant to infants' and toddlers' experiences. Teaching staff is usually observed using descriptive words for objects and actions in communication with children.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	