### SPACE AND FURNISHINGS

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Indoor Space

- **☐ 1.1** Insufficient space for children, adults, and furnishings. *
- **☐ 1.2** Space lacks adequate lighting, ventilation, temperature control, or sound-absorbing materials.
- **☐ 1.3** Space in poor repair (Ex. peeling paint on walls and ceiling; rough, damaged floors).
- **☐ 1.4** Space poorly maintained (Ex. floors left sticky or dirty; trash cans overflowing).
- **☐ 3.1** Sufficient indoor space for children, adults, and furnishings.
- **☐ 3.2** Adequate lighting, ventilation, temperature control, and sound-absorbing materials.
- **☐ 3.3** Space in good repair.
- **☐ 3.4** Space reasonably clean and well maintained. †
- **☐ 3.5** Space is accessible to all children and adults currently using the classroom ‡ (Ex. ramps and handrails for people with disabilities, access for wheelchairs and walkers).
- **☐ NA permitted**
- **☐ 5.1** Ample indoor space that allows children and adults to move around freely (Ex. furnishings do not limit children's movement; sufficient space for equipment needed by children with disabilities).
- **☐ 5.2** Good ventilation, some natural lighting through windows or skylight.
- **☐ 5.3** Space is accessible to children and adults with disabilities. ‡
- **☐ 7.1** Natural light can be controlled (Ex. adjustable blinds or curtains).
- **☐ 7.2** Ventilation can be controlled** (Ex. windows can open; ventilating fan used by staff).

### Notes for Clarification

* Base space needs on largest number of children attending at one time.

† It is expected that there will be some messiness from the regular activities of the day. "Reasonably clean" means that there is evidence of daily maintenance, such as floors being swept and mopped, and that big messes, such as a juice spill, are cleaned up promptly.

‡ In order for the indoor space to be considered minimally acceptable, it must be accessible to children and adults with disabilities who are currently a part of the program. If no children or adults with disabilities are currently part of the program, score NA for indicator 3.5. For a score of 5, accessibility is required regardless of whether or not individuals with disabilities are involved in the program. Therefore only a score of N or Y is allowed for 5.3.

** Doors to outside count as ventilation control only if they can be left open without posing a safety threat (for example, if they have a locking screen door or safety gate to keep children from leaving the room unattended).
<table>
<thead>
<tr>
<th>SPACE AND FURNISHINGS</th>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Furniture for routine care, play, and learning**

- □ 1.1 Insufficient basic furniture for routine care, play, and learning (Ex. not enough chairs for all children to use at the same time; very few open shelves for toys).
- □ 1.2 Furniture is generally in such poor repair that children could be injured (Ex. splinters or exposed nails, wobbly legs on chairs).
- □ 3.1 Sufficient furniture for routine care, play, and learning.
- □ 3.2 Most furniture is sturdy and in good repair.
- □ 3.3 Children with disabilities have the adaptive furniture they need † (Ex. adaptive chairs or bolsters are available for children with physical disabilities). NA permitted.
- □ 5.1 Most furniture is child-sized. ‡
- □ 5.2 All furniture is sturdy and in good repair.
- □ 5.3 Adaptive furniture permits inclusion of children with disabilities with peers (Ex. child using special chair can sit at table with others). NA permitted.
- □ 7.1 Routine care furniture is convenient to use (Ex. cots/mats stored for easy access).
- □ 7.2 Woodwork bench, sand/water table, or easel used.

**Notes for Clarification**

* Basic furniture: tables and chairs used for meals/snacks and activities; mats or cots for rest or nap; cubbies or other storage for children's things; low open shelves for play/learning materials. To be given credit for low open shelves, they must be used for toys and materials that children can reach by themselves.

† If there are no children with disabilities enrolled or if children with disabilities do not need adaptive furniture, mark NA for 3.3 and 5.3.

‡ Since children are different sizes at different ages, the intent here is that furniture should be the right size for the children in care. Furniture that is smaller than adult sized may be the right size for a 6- or 7-year-old, but not small enough for a 2- or 3-year-old. For chairs to be considered child-sized, the children's feet must rest on the floor when seated. Table height should allow children's knees to fit under the table and elbows to be above the table.
SPACE AND FURNISHINGS

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Furnishings for relaxation and comfort*

- □ 1.1 No soft furnishings accessible† to children (Ex. upholstered furniture, cushions, rugs, bean bag chair).
- □ 1.2 No soft toys accessible to children (Ex. stuffed animals soft dolls).
- □ 3.1 Some soft furnishings accessible to children (Ex. carpeted play space, cushions).
- □ 3.2 Some soft toys accessible to children.
- □ 5.1 Cozy area ‡ accessible to children for a substantial portion of the day. **
- □ 5.2 Cozy area is not suitable for active physical play.
- □ 5.3 Most soft furnishings are clean and in good repair.
- □ 7.1 Soft furnishings in addition to cozy area accessible to children (Ex. cushions in dramatic play area, several rug areas or wall-to-wall carpeting).
- □ 7.2 Many clean, soft toys accessible to children.

Notes for Clarification

* Furnishings for relaxation and comfort means softness provided for children during learning and play activities. Routine care furnishings such as cots, blankets, and pillows used for naps are not considered when scoring this item.

† = A cozy area is a clearly defined space with a substantial amount of softness where children may lounge, daydream, read, or play quietly. For example, it might consist of a soft rug with several cushions, an upholstered couch, or a covered mattress with cushions.

‡ See "Explanation of Terms Used Throughout the Scale" (p. 6) for the definition of "accessible."

** See "Explanation of Terms Used Throughout the Scale" (p. 6) for the definition of "a substantial portion of the day."
**SPACE AND FURNISHINGS**

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Room arrangement for play**

- □ 1.1 No interest centers* defined.
- □ 1.2 Visual supervision of play area is difficult.
- □ 3.1 At least two interest centers defined.
- □ 3.2 Visual supervision of play area is not difficult.
- □ 3.3 Sufficient space for several activities to go on at once (Ex. floor space for blocks, table space for manipulatives, easel for art).
- □ 3.4 Most spaces for play are accessible to children with disabilities enrolled in the group. NA permitted.
- □ 5.1 At least three interest centers defined and conveniently equipped (Ex. water provided near art area; shelving adequate for blocks and manipulatives).
- □ 5.2 Quiet and active centers placed to not interfere with one another (Ex. reading or listening area separated from blocks or housekeeping).
- □ 5.3 Space is arranged so most activities are not interrupted (Ex. shelves placed so children walk around, not through, activities; placement of furniture discourages rough play or running).
- □ 7.1 At least five different interest centers provide a variety of learning experiences.
- □ 7.2 Centers are organized for independent use by children. (Ex. labeled open shelves; labeled containers for toys; open shelves are not overcrowded; play space near toy storage).
- □ 7.3 Additional materials available to add to or change centers.

**Note for Clarification**

* An interest center is an area where materials, organized by type, are stored so that they are accessible to children, and appropriately furnished play space is provided for children to participate in a particular kind of play. Examples of interest centers are art activities, blocks, dramatic play, reading, nature/science, and manipulatives/fine motor.

**Question**

(7.3) Are there any additional materials available that you add to the interest centers?
### SPACE AND FURNISHINGS

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

**Space for privacy**

- **1.1** Children not allowed to play alone or with a friend, protected from intrusion by other children.
- **3.1** Children are allowed to find or create space for privacy (Ex. behind furniture or room dividers, in outdoor play equipment, in a quiet corner of the room).
- **3.2** Space for privacy can be easily supervised by staff.
- **5.1** Space set aside for one or two children to play, protected from intrusion by others (Ex. no-interruption rule; small space protected by shelves).
- **5.2** Space for privacy accessible for use for a substantial portion of the day.
- **7.1** More than one space available for privacy.
- **7.2** Staff set up activities for one or two children to use in private space, away from general group activities (Ex. two pegboards at a small table in a quiet corner; computer for one or two children to use).

**Notes for Clarification**

* The intent of space for privacy is to give children relief from the pressures of group life. Isolation from the group as a punishment is not given credit under this item. A place where one or two children can play protected from intrusion by other children, yet be supervised by staff, is considered space for privacy. Private space can be created by using physical barriers such as bookshelves; by enforcing the rule that children may not interrupt one another; by limiting the number of children working at a table placed in an out-of-traffic area. Examples of space for privacy are a small loft area; activity centers where use is limited to one or two children; a large cardboard box with cutout windows, door, and a cushion inside; a small outdoor playhouse.

**Question**

(7.2) Do you ever set up activities for just one or two children, away from the activities for the rest of the children? If so, please give examples.

† "Staff" here refers to the "regular" teaching staff in the room. Specialists who come into the room specifically to work with one or two children do not count for this indicator.
SPACE AND FURNISHINGS

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Child-related display

- **1.1** No materials displayed for children.
- **1.2** Inappropriate materials for predominant age group (Ex. materials in preschool classroom designed for older school-aged children or adults; pictures showing violence).

- **3.1** Appropriate* materials for predominant age group (Ex. photos of children; nursery rhymes; beginning reading and math for older preschoolers and kindergartners; seasonal displays).
- **3.2** Some children's work displayed.

- **5.1** Much of the display relates closely to current activities and children in group (Ex. artwork or photos about recent activities).
- **5.2** Most of the display is work done by the children.
- **5.3** Many items displayed on child's eye level.

- **7.1** Individualized children's work predominates. †
- **7.2** Three-dimensional child created work (Ex. play dough, clay, carpentry) displayed as well as flat work.

---

**Notes for Clarification**

* Appropriate means suitable for the developmental level of the age group and the individual abilities of the children. This concept is also referred to as developmentally appropriate and is used in a number of items in the scale.

† Recently completed artwork that does not relate to other things going on in the room does not count for this indicator.

‡ Individualized work means that each child has selected the subject and/or media and has carried out the work in his or her own creative way. Thus, individualized products look quite different from one another. Projects where children follow a teacher’s example and little creativity is allowed are not considered individualized work.
<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Space for gross motor play***

- **□ 1.1** No outdoor or indoor space used for gross motor/physical play.
- **□ 1.2** Gross motor space is very dangerous (Ex. access requires long walk on busy street; same space used for play and parking lot; unfenced area for preschoolers).
- **□ 3.1** Some space outdoors or indoors used for gross motor/physical play.
- **□ 3.2** Gross motor space is generally safe. † (Ex. sufficient cushioning under climbing equipment; fenced in outdoor area).
- **□ 5.1** Adequate space outdoors and some space indoors. ‡
- **□ 5.2** Space is easily accessible for children in group (Ex. on same level and near classroom; no barriers for children with disabilities).
- **□ 5.3** Space is organized so that different types of activities do not interfere with one another (Ex. play with wheel toys separated from climbing equipment and ball play).
- **□ 7.1** Outdoor gross motor space has a variety of surfaces permitting different types of play (Ex. sand, black top, wood chips; grass).
- **□ 7.2** Outdoor area has some protection from the elements (Ex. shade in summer, sun in winter, wind break, good drainage).
- **□ 7.3** Space has convenient features (Ex. close to toilets and drinking water, accessible storage for equipment; class has direct access to outdoors).

**Notes for Clarification**

* In assessing space for gross motor play, include both outdoor and indoor areas, except where only one is specified in an indicator. All areas regularly available for gross motor play should be considered, even if children are not observed in the area.
† Although no gross motor area that challenges children can ever be completely safe, the intent of this indicator is that the major causes of serious injury are minimized, such as injury from falls, entrapment, pinching of body parts, and protrusions from equipment.
‡ For a rating of 5, space must be adequate for the size of the group using the area. Find out if class groups rotate or if several groups use the space at the same time. Some indoor space must be available for use for gross motor play, especially in bad weather. This space may usually be used for other activities. When required by environmental conditions (ex. extreme weather or pollution; dangerous social conditions), facilities may be given a 5 if they have adequate space indoors and some space outdoors.

**Question**

(5.1) Is there any indoor space that you use for gross motor play, especially in bad weather?
### SPACE AND FURNISHINGS

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Gross motor equipment*

- **1.1** Very little gross motor equipment used for play.
- **1.2** Equipment is generally in poor repair.
- **1.3** Most of the equipment is not appropriate for the age and ability of the children (Ex. 6 foot tall open slide for preschoolers; adult-sized basketball hoop).

- **3.1** Some gross motor equipment accessible to all children for at least one hour daily.†
- **3.2** Equipment is generally in good repair.
- **3.3** Most of the equipment is appropriate for the age and ability of the children.

- **5.1** There is enough gross motor equipment so that children have access without a long wait.
- **5.2** Equipment stimulates a variety of skills (Ex. balancing, climbing, ball play, steering and pedaling wheel toys).
- **5.3** Adaptations ‡ made or special equipment provided for children in group with disabilities. NA permitted.

- **7.1** Both stationary and portable gross motor equipment are used.
- **7.2** Gross motor equipment stimulates skills on different levels (Ex. tricycles with and without pedals; different sizes of balls; both ramp and ladder access to climbing structure).

#### Notes for Clarification

* Examples of gross motor equipment: stationary equipment such as swings, slides, climbing equipment, overhead ladders; portable equipment such as balls and sports equipment, wheel toys, tumbling mats, jump ropes, bean bags, and ring toss game. When rating gross motor equipment, consider equipment both indoors and outdoors.

† For programs of 4 hours or less, at least half an hour of access is required.

‡ Adaptations include physical modifications to existing equipment or specially designed equipment as well as help from staff to enable children with disabilities to have gross motor experiences similar to those of their peers. Score NA if no children requiring adaptations are enrolled in the group being observed.