

**ECD 350A Toddler Fundamental Principles
Toddler Environment Observation Form**

Observer: Rebecca Maisey

Date: 2-6-18

Focus of Observation: Toddler Environments

- Observe the environment of a campus toddler lab (The toddler lab is for children who range in age from 18 to 35 months)
 - Follow the directions on the **Environmental Checklist** to evaluate the items you see being present or implemented in the campus toddler lab you are observing
 - For items you do not see write a note to the right of the item about what you would add or change
 - Complete your observation by listing 5 ways you can apply what you have learned below
 - Turn this document in typed and on I-Learn along with a scanned copy of the Environmental Checklist
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List at least five ways you can apply what you learned/observed about toddler environments in your Toddler Lab.

1. I can make sure that there are several places in the classroom that are soft and comfortable for children. For example, I could maybe put some pillows or stuffed animals underneath the slide area.

 2. I can make sure I have pictures of all the children and/or their families in the room because they enjoy looking at themselves and pictures of their families.

 3. I can make sure there are open spaces for physical activities, but that there aren't long, open places for children to run up and down the classroom.

 4. I need to make sure that there are some quiet places for children and that they are away from loud and high activity areas.

 5. I can make sure that I don't leave out anything that isn't going to be used in class that day and that there are supplies in the classroom to clean up messes.
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A Staff Training Aid

Physical Environment Checklist for Infants & Toddlers

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How well does your infant/toddler setting meet the environmental challenge? Think about your setting and then respond to these observations. Write **Yes** or **No** next to each item. Then go back and circle all "no" answers for appropriate attention.

My child development setting...

1. YES uses soft, neutral colors for backgrounds, with color accents added.
2. NO has soft furnishings for comfort in several areas. *I would put some pillows & stuffed animals underneath the slide*
3. YES has a variety of textures.
4. YES has a mixture of natural and full spectrum lighting.
5. YES has plenty of fresh air and good circulation.
6. NO provides contact with the natural world. *I would put some plants in the room*
7. YES has no tall furniture to block views.
8. YES has noise control through carpeting, acoustic tiles, or baffles.
9. YES has clearly defined spaces.
10. YES has an open area for physical play.
11. YES provides quiet spaces for children.
12. YES has quiet and active play areas separated.
13. YES has clear pathways around activity areas.
14. YES has a place for parents and a place to share information with parents.
15. NO includes secure, unbreakable mirrors and display at floor or child's level. *I would put a mirror next to the children's cubbies.*
16. YES has comfortable adult seating for holding infants and toddlers.
17. YES has adult storage inaccessible to children.
18. YES includes multilevel surfaces.
19. YES provides convenient, accessible storage for toddler playthings.
20. YES is equipped with child-size furniture with rounded corners for safety.
21. YES presents a changing selection of age-appropriate playthings.

22. Yes offers multipurpose materials.
23. Yes ensures that all playthings are in excellent condition with no small parts.
24. Yes reflects the cultural make-up of the children.

How well did your infant and toddler setting do?

If you identified areas where there is room for improvement, set goals and focus on making those improvements. Start with two or three significant and attainable goals, such as going on a daily walk, adding soft elements to the room, or displaying children's artwork at their eye level. Then gradually work on more difficult or costly tasks. Keep working until your infant and toddler setting is all that it needs to be – nurturing, organized, functional, and attractive.

A Publication of the Environments Professional Group

The Environments Professional Group is a team of educators and designers who come together to make the connection between the needs of early childhood programs and the developmentally appropriate products that meet these needs.

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These suggestions and guidelines are general in nature and are not intended to take the place of any specific instructions provided to you by your supervisors or regulatory agencies. In addition, appropriate caution, reasonable safety precautions, and adult supervision of children are recommended at all times. Do not leave children unattended at any time.

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