

# **BC Child Care Quality Assessment Standard**

Version 1.0

A Quality Assessment tool for licensed group child care programs in BC

**Overview: Standards & Elements**

**Quality Area 1: Program and Practice**

Standard 1.1 The early learning program invites “localized, meaningful and rich” early learning experiences for every child<sup>1</sup>

Element 1.1.1 Learning experiences for children are designed to explore the living inquiries and pathways found in the BC Early Learning Framework.

Element 1.1.2 Program reflects the United Nations Convention of Rights of the Child (UNCRC).

Element 1.1.3 Comprehensive and intentional programming.

Element 1.1.4 Intentional outdoor learning experiences.

Element 1.1.5 Schedules support the children’s learning experiences.

Element 1.1.6 Programming supports diversity education.

Standard 1.2 Educators make pedagogical choices to extend both their own thinking and the children’s thinking<sup>2</sup>

Element 1.2.1 Educator pedagogical choices are deliberate, purposeful, and thoughtful.

Element 1.2.2 Educators engage in a pedagogy of listening and critical reflection.

Element 1.2.3 Child agency is promoted, enabling them to make choices and decisions that influence their lived experience within the world around them.

Element 1.2.4 Educators engage with children in small-group and one-on-one interactions.

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<sup>1</sup> BC ELF (2018)

<sup>2</sup> BC ELF (2018)

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### Standard 1.3 Educators engage in critical reflection on individual and group learning

Element 1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of pedagogical narration.

Element 1.3.2 Educators observe and record children's knowledge, interests, curiosities, and knowledge learning to use as a basis for program planning.

Element 1.3.3 Pedagogical narration is used as a tool for reflective learning together with the children.

Element 1.3.4 Families are informed about the program and their child's progress.

Element 1.3.5 Educators use information shared by families about their children in pedagogical practice.

Element 1.3.6 Educators monitor children's individual growth and development through pedagogical narration shared with parents.

### Standard 1.4 Pedagogical pedagogical narration is created, reflected on and displayed regularly within the program

Element 1.4.1 Educators document the references and resources used in program planning.

Element 1.4.2 Pedagogical narration is displayed respectfully within the learning environment.

Element 1.4.3 Children are provided with with opportunities to share and display their learning.

### Standard 1.5 Educators implement a trauma-informed approach to support challenging behaviours

Element 1.5.1 Educators respond to children's behaviour using a continuum of trauma-informed strategies.

Element 1.5.2 Educators are clear and consistent in guiding children as they begin to develop problem solving skills.

Element 1.5.3 Educators plan transitions to minimize stress on children.

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### Standard 1.6 The program is inclusive to children requiring additional supports

Element 1.6.1 Educators support children in expressing their feelings in socially acceptable ways.

Element 1.6.2 Educators incorporate inclusive practices to involve all children in the program.

### Standard 1.7 Educators deliberately foster Social-Emotional literacy skill development

Element 1.7.1 Educators are actively involved in children's play and utilize dramatic play as Social-Emotional learning opportunities.

Element 1.7.2 Educators invite children to participate in the development of program planning, routines, and rules.

Element 1.7.3 Educators deliberately engage in topics of identity, bias and diversity throughout the program.

## **Quality Area 2: Health and Safety**

### Standard 2.1 Child health and physical activity is promoted

Element 2.1.1 Each child's wellbeing is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Element 2.1.2 Effective illness, injury management and hygiene practices.

Element 2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.

Element 2.1.4 Hygienic and respectful diaper change opportunities are promoted and are appropriate for each child.

Element 2.1.5 At all times, reasonable precautions and adequate supervision ensure children are protected from hazard.

### Standard 2.2 Emergency procedures are in place

2.2.1 Emergency procedures and emergency communication plans (for fires, natural disasters, and lock-downs) are defined and clearly communicated to parents.

Element 2.2.2 Emergency procedures are rehearsed monthly, at different times of day and in different locations.

### **Quality Area 3: Environment**

#### Standard 3.1 The facility is well-maintained and cared for, providing ample space and learning materials for holistic learning

Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

Element 3.1.2 Facility, program spaces, furniture and learning materials are safe and clean

Element 3.1.3 Program spaces and learning materials allow for multi-modal learning and in-depth inquiries

Element 3.1.4 The learning environment promotes early literacy.

#### Standard 3.2 The learning environment creates possibilities for learning and wellbeing<sup>3</sup>

Element 3.2.1 Outdoor and indoor spaces are organized and adapted to support participation and engagement for every child.

Element 3.2.2 The service demonstrates stewardship for the environment and supports children to become environmentally responsible.

Element 3.2.3 The program space uses displays, focal points and materials to enhance relationships.

Element 3.2.4 Educators arrange the indoor space in a way that meets the diverse developmental needs of the children.

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<sup>3</sup> BC ELF (2018)

#### **Quality Area 4: Staffing**

Standard 4.1 Educator arrangements enhance children's learning and development.

Element 4.1.1 Educator arrangements nurture “responsive, reciprocal, respectful relationships.”<sup>4</sup>

Standard 4.2 Management and Educators engage in professional, collaborative learning.

Element 4.2.1 Management and Educator challenge and learn from each other, recognizing each other’s strengths and skills.

Element 4.2.2 Professional standards guide practice, interactions and relationships.

#### **Quality Area 5: Relationships with families and communities**

Standard 5.1 Respectful relationships with families are evident and prioritized

Element 5.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

Element 5.1.2 Current information is available to families about relevant community resources to support parenting and family wellbeing.

Element 5.1.3 Opportunities are provided for families to develop relationships with each other.

Element 5.1.4 Opportunities are provided for families to share and exchange information with the child care service.

Standard 5.2 Service acts as a place of dialogue in which families “discuss, share, and debate the values they hold about knowledge, education”<sup>5</sup>

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<sup>4</sup> BC ELF (2018)

<sup>5</sup> BC ELF (2018)

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Element 5.2.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

Element 5.2.2 Program has implemented a social media policy for social media and use of child images.

Element 5.2.3 Staff and volunteers involved in the program reflect the diversity of the community.

Element 5.2.4 Community complaints and concerns are responded to in a timely and respectful manner.

### **Quality Area 6: Administration, Leadership and Mentorship**

#### Standard 6.1 Service Infrastructure supports effective leadership and administration

Element 6.1.1 Sound administrative policies and procedures are in place to support quality services.

Element 6.1.2 Sound financial and human resource policies and procedures are in place to support quality services.

Element 6.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Element 6.1.4 Use a Quality Improvement Plan (QIP) and action plans as part of the review and goal-setting processes.

Element 6.1.5 Ensure awareness and compliance of all legal requirements and responsibilities are maintained for program operation.

#### Standard 6.2 Service Infrastructure and Leadership supports professional and collaborative learning

Element 6.2.1 Provide training and supports to Educators working in inclusive environments and with children with special rights.

Element 6.2.2 New Educators are provided with orientation.

#### Standard 6.3 Ongoing mentorship is provided to Educators

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Element 6.3.1 Regular exchange of information between Educators is evident, with organizational systems in place to support this exchange

Element 6.3.2 Consult with Educators to develop individualized training plans and support the movement towards a higher level of education, especially for Educators who do not hold a SNE license

### **Service Delivery Areas**

Each element will have a list of rubrics, which can be additionally categorized as one of the following service delivery areas:

Program and planning	Parent community	Administration
Professional competence	Materials & Environment	Mentorship
Learning community culture	Pedagogical Narration	

This service delivery area categorization is to help guide the service in understanding what requires additional focus.



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**Scoring for the assessment:**

Each rubric line offers a possible score from 0-4.

When scoring, if there are any items scored in “does not meet expectations”, the score will be 0, regardless of any possible items present in meeting / exceeds expectations.

If no items are present in “does not meet expectations” and but no or some items in “meets expectations” are present, that would score 1.

If all of the items in “meets expectations” are present, that would score 2.

If all of the items in “exceeds expectations” are present, that would score 3.

On occasion, a service will have demonstrated innovative and/or outstanding performance within a particular rubric item. If all of the items in “exceeds expectations” are present and there is additional evidence demonstrating further steps towards excellence have been taken in a grid item area, that would score a 4. Outstanding Performance ratings are unusual.

All of the rubric items in an element are then scored and totaled, providing the Element score for the service.

Scoring ranges are as follows:

	<b>Does not meet expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Outstanding Performance</b>
<b>Standard 1</b>	<b>0-105</b>	<b>106-237</b>	<b>238-323</b>	<b>324+</b>
<b>Element 1.1</b>	0-30	31-67	68-93	94+
<b>Element 1.2</b>	0-9	9-18	19-27	28+
<b>Element 1.3</b>	0-12	13-33	34-42	43+
<b>Element 1.4</b>	0-8	8-18	19-24	25+

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<b>Element 1.5</b>	0-20	20-42	43-60	61+
<b>Element 1.6</b>	0-9	9-19	20-27	28+
<b>Element 1.7</b>	0-15	16-34	35-50	51+
<b>Standard 2</b>	<b>0-42</b>	<b>43-92</b>	<b>93-129</b>	<b>130+</b>
<b>Element 2.1</b>	0-37	38-80	81-114	115+
<b>Element 2.2</b>	0-4	5-11	12-15	16+
<b>Standard 3</b>	<b>0-46</b>	<b>47-101</b>	<b>102-141</b>	<b>142+</b>
<b>Element 3.1</b>	0-28	29-61	62-87	88+
<b>Element 3.2</b>	0-17	18-39	40-54	55+
<b>Standard 4</b>	<b>0-14</b>	<b>15-31</b>	<b>32-45</b>	<b>46+</b>
<b>Element 4.1</b>	0-4	5-10	11-15	16+
<b>Element 4.2</b>	0-9	10-21	22-30	31+
<b>Standard 5</b>	<b>0-15</b>	<b>16-39</b>	<b>40-48</b>	<b>49+</b>

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<b>Element 5.1</b>	0-7	8-19	20-24	25+
<b>Element 5.2</b>	0-7	8-19	20-24	25+
<b>Standard 6</b>	<b>0-35</b>	<b>36-81</b>	<b>82-111</b>	<b>112+</b>
<b>Element 6.1</b>	0-18	19-42	43-60	61+
<b>Element 6.2</b>	0-4	5-11	12-15	16+
<b>Element 6.3</b>	0-11	12-25	26-36	37+

**Quality Area 1: Program and Practice**

Standard 1.1 The early learning program invites “localized, meaningful and rich”<sup>6</sup> early learning experiences for every child

Element 1.1.1 Learning experiences for children are designed to explore the living inquiries and pathways found in the BC Early Learning Framework.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
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<sup>6</sup> BC ELF (2018)

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1	Program and Planning	Learning experiences for inquiries in the BC ELF are not planned or documented.	Learning experiences for 2-3 inquiries in the BC ELF are planned for or documented weekly.	Learning experiences for at least one pathway in each inquiry in BC ELF are planned for and documented throughout a school year.  Learning experiences reflect long-term inquiries, short-term inquiries and <b>enhancement experiences.</b>	
2	Program and Planning	Pedagogical narration <sup>7</sup> does not occur.	Pedagogical narration occurs.  Some pedagogical narration is shared with families.	Pedagogical narration is completed and shared with families on at least a weekly basis, illustrating how the learning experiences connect to the BC ELF.  Families have <b>regular, recurring</b> opportunities to engage in ongoing conversation about the centre pedagogy, and any inquiries underway.	

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<sup>7</sup> BC ELF (2018)

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3	Program and Planning	<p>Current Program Plan is not <b>accessible</b> to Educators.</p> <p>Current Program Plan is not accessible to parents.</p> <p>Each <b>child care program space</b> does not have its own Program Plan.</p>	<p>Program plan is accessible to Educators, and learning experiences generally align with the BC ELF learning inquiries and pathways.</p> <p>Program planning is accessible to parents.</p> <p>Each child care program space has its own Program Plan.</p> <p>Program plan is flexible to respond to in-the-moment observations and child needs.</p>	<p>Each learning experience includes a link to the BC ELF learning inquiries and pathways.</p> <p>Program plan changes are documented on the Program Plan and/or through pedagogical narration and/or documentation.</p>	
4	Parent Community	<p>No parent education on curriculum model or current inquiries.</p>	<p>One parent education event, meeting or provided material is used annually to share learnings on the curriculum model / current inquiries.</p>	<p>Parent education event, meeting or provided material is used at least 6 times a year, with a minimum of one to share learnings on the curriculum model / current inquiries; and the remaining to facilitate parent education, parent support groups or share learnings on the curriculum model / current inquiries.</p>	
5	Professional Competence	<p>No Whole-facility Educator meetings are held regarding <b>learning experiences</b>.</p>	<p>Whole-facility Educator team meetings regarding learning experiences are held ; Educators may be a part of ratio during these meetings.</p>	<p>Whole-facility Educator team meetings regarding learning experiences are held away from the supervision of children and when Educators are not a part of ratio, at least monthly.</p>	

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Element 1.1.2 Program reflects the United Nations Convention of Rights of the Child (UNCRC).

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
6	Program and Planning	No <b>direct or indirect instruction</b> on the UNCRC.	<b>Indirect instruction on the UNCRC</b> occurs daily.  <b>Direct instruction on the UNCRC</b> occur weekly.	<b>Experiential learning</b> on the UNCRC, including the balance between rights and responsibilities, using three or more modes of learning occurs daily.	
7	Materials & Environment	No <b>environmental provocations</b> that support the UNCRC are visible in the program space environment.	One - two environmental provocations supporting the UNCRC are visible in the classroom environment and accessible for children.	Three or more environmental provocations supporting the UNCRC are visible in the classroom environment, and are accessible for children.	
8	Learning community culture	No evidence of a <b>classroom code of conduct</b> .	Classroom code of conduct reflects the UNCRC.	Classroom code of conduct reflects the UNCRC and has been adapted by the children to be context-specific.	

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Element 1.1.3 **Comprehensive and intentional** programming.<sup>8</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
9	Program and Planning	Supervisor or pedagogical coordinator does not review Program Plans.	Supervisor or pedagogical coordinator reviews Program Plans infrequently or sporadically.	Evidence that supervisor or pedagogical coordinator reviews the Program Plans weekly - either prior to posting or the end of the week after learning experiences have been documented.	
10	Program and Planning	No <b>programming release time</b> given to Educators.	Educator informally given programming release time, as daily schedule allows. There may not be predictability to the availability of programming release time.	Educator teams (per program space) have at least 5% of total Educator hours as designated non-ratio time to complete planning and/or pedagogical narration.  This time is scheduled on the weekly schedule, and shared amongst all Educators according to roles and responsibilities.	
11	Program and Planning	Learning materials available during free play are not included on the Program Plan.	Learning materials available during free play are documented as a part of the Program Plan or through program observations.	Evidence of rotations / changing of learning materials over time is available.  Learning materials available for free play are thoughtfully	

<sup>8</sup> <https://www.ecrh.edu.au/docs/default-source/resources/nqs-plp-e-newsletters/nqs-plp-e-newsletter-no-72-2014-being-intentional.pdf?sfvrsn=4>



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				selected to compliment learning experiences.	
12	Program and Planning	Learning experiences are restricted to the licensed premises (indoor and outdoor).	Learning experiences are extended beyond the licensed facility with occasional excursions (6 times a year) to enhance learning.	Learning experiences are routinely extended (once a month or more frequently) beyond the licensed facility, through community excursions.  Evidence that excursions are thoughtfully planned to provide meaningful experiences for the children to make connections with their community and to enhance learning.	
13	Program and Planning	No evidence of learning materials which “encourage development of concept-building skills such as classifying, ordering, determining direction and perceiving spatial relationships” <sup>9</sup>	Multiple types of learning materials are provided to promote concept-building / skills.	Multiple types of learning materials are planned and/or documented to promote concept-building skills.	
14	Program and Planning	STEM learning experiences are not planned and/or documented.	Daily STEM learning experiences are planned and/or documented.	Daily STEM learning experiences are planned and/or documented for the indoor and outdoor program space.  STEM learning is incorporated into various living inquires and	

<sup>9</sup> Community Care and Assisted Living Act, Child Care Licensing Regulation (2018), Schedule G

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				are used as multi-modal methods of exploration to support various pathways within these inquiries.	
15	Program and Planning	No evidence of learning materials which “encourage creative endeavours such as art, music, movement, imaginative play, story-telling and construction” <sup>10</sup>	Multiple types of learning materials are provided daily to encourage creative endeavours.	Multiple types of learning materials to encourage creative endeavours are planned and/or documented daily.	
16	Program and Planning	Educators and children do not incorporate singing into the daily program.  Music played is developmentally inappropriate and <b>music formats are not controlled and screened.</b>	Educators sing or play music during various program times and transitions.  Children are encouraged to sing and/or play available instruments.  Music and movement learning experiences are planned and/or documented weekly.  Music played in the program space is thoughtfully selected and age-appropriate.	Educators sing/play songs from a variety of genres, cultures, languages, and eras.  Two or more music and musical movement learning experiences are planned and/or documented weekly.  New songs to be introduced to the children are planned and/or documented weekly.  Song lists and music playlists are included in the program plan.	

<sup>10</sup> Community Care and Assisted Living Act, Child Care Licensing Regulation (2018), Schedule G

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17	Program and Planning	Children are not read to daily.	Children are read to daily, by multiple Educators (if multiple Educators are working within the program) individually, in small groups and large groups.	Weekly or monthly plan for topics/books are planned for independent reading and for Educators to read to children.	
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Element 1.1.4 Intentional outdoor learning experiences.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
18	Program and Planning	There is no current outdoor program plan or there is no physical play learning experience indicated on the Program Plan daily.	Children are given opportunities to engage in one - two planned or documented outdoor learning experiences daily.	Children are given opportunities to engage in three or more planned or documented outdoor learning experiences daily.  Educators support spontaneous / emergent outdoor experiences through adding learning materials, asking questions, or calling attention to interests.  Educators engage in planning and/or documenting outdoor learning experiences together with the children.	
19	Program and Planning	The daily schedule does not allow for outdoor experiences.	The daily schedule allows for at least 60 minutes of experiences (full day programs) or 20-40 minutes of outdoor experiences (half day programs, proportional to length of program) <sup>11</sup> .	The daily schedule consistently allows for more than 60 minutes of outdoor experiences (full day programs) or more than 45 minutes of outdoor active experiences (half day programs), in all weather conditions with the exception of severe weather advisories.  The daily schedule allows for more than one allocated time for	

<sup>11</sup> Director of Licensing Standards of Practice Active Play (2017) [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active\\_play\\_july\\_2016.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_july_2016.pdf)

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				<p>outdoor experiences (ex: morning and afternoon).</p> <p>Alternative outdoor location is indicated on the planning schedule, in the event the outdoor location is not safe to access.</p>	
20	Program and Planning	Outdoor learning experiences are not offered during <b>inclement weather.</b>	Outdoor learning experiences are offered in almost all weather conditions.	<p>Outdoor learning experiences are offered in all weather conditions with the exception of severe weather advisories.</p> <p>Children are prepared for all weather, with appropriate clothing and safety equipment as needed.</p> <p>Service has spare outdoor clothing available if needed.</p>	

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Element 1.1.5 Schedules support the children’s learning experiences.

	<b>Service Delivery</b>	<b>Does not meet expectations 1 or 2</b>	<b>Meets Expectations 3</b>	<b>Exceeds Expectations 4 or 5</b>	<b>Score</b>
21	Program and Planning	There is no <b>visual daily schedule</b> and/or the visual schedule is not referred to.	There is a visual schedule that is referred to with children to support <b>frontloading</b> . <sup>12 13 14</sup>	The visual daily schedule is accessible to children and Educators and is referenced daily with children.  The visual schedule includes photos of children currently attending the service.	
22	Materials & Environment	There is no <b>flow of the day</b> available to parents or Educators.	The flow of the day covers the full hours of operation of the service.  The flow of the day is available to parents and Educators.	The flow of the day is available to parents and Educators in at least two modalities.	
23	Program and Planning	Flow of the day allows for only short play periods and introducing <b>numerous transitions</b> throughout the day.	Flow of the day has at least one period of 60 minutes for uninterrupted play (indoor or outdoor).	Flow of the day allows for ample time for the children to engage in deep play, with at least two 60 minute uninterrupted play periods (full day programs); one 60 minute	

<sup>12</sup> Knight, V., Sartini, E., & Spriggs, A. D. (2015). Evaluating Visual Activity Schedules as Evidence-Based Practice for Individuals with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 45, 157-178.

<sup>13</sup> Dooley, P, Wilczenski, F, Torem, C (2001) Using an activity schedule to smooth school transitions. *Journal of Positive Behaviour Interventions*.

<sup>14</sup> Toronto Children’s Services (2017) Early Learning and Care Assessment for Quality Improvements, 1-2.

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				uninterrupted play period (for half day programs). <sup>15 16</sup>	
24	Professional Competence	There is no flexibility in the daily schedule.	There is some flexibility in the daily schedule.	There is evidence of or observations show a flexible daily program that “responds to the needs and the interests of the children.” <sup>17</sup>	

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<sup>15</sup> Apps, L & MacDonald, M (2012) Classroom Aesthetics in Early Childhood Education. Journal of Education and Learning; Vol 1, No 1. Canadian Centre of Science and Education. <http://dx.doi.org/10.5539/jel.v1n1p49>

<sup>16</sup> Broadhead (2003) Early Years Play and Learning, Developing Social Skills and Cooperation. Routledge, London.

<sup>17</sup> Community Care and Assisted Living Child Care Licensing Regulation (2018) Schedule G

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Element 1.1.6 Programming supports diversity education.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
25	Materials and Environment	No materials or planned experiences that support concepts of <b>sensorial diversity</b> available.	At least one program area space in the program space offers sensorial diversity with at least three different sensory materials.	At least three <b>interest areas</b> in the child care program space offer diverse sensorial learning materials. This includes learning materials that are provided in multiple textures, colours, sizes, shapes, sounds, smells and complexity.	
26	Program and Planning	No programming or pedagogical narrations engage with <b>diversity education</b> .	At least two examples of program planning and/or pedagogical narration monthly which engage with diversity education <sup>18</sup> are evident.	Program planning and/or pedagogical narration provides daily opportunities for engaging with diversity education <sup>19</sup> .	
27	Materials and Environment	Two or fewer learning materials reflect inclusion of <b>diversity categories</b> or materials reflecting diversity are tokenistic, stereotypical or engage in cultural appropriation.	At least three <b>material sets</b> in three different <b>program space areas</b> reflect inclusion of at least two different diversity categories.	At least five material sets distributed throughout five different program areas reflect inclusion of all diversity categories. <sup>20</sup>	

<sup>18</sup> BC Early learning Framework (2018)

<sup>19</sup> BC Early learning Framework (2018)

<sup>20</sup> Souto-Manning et al. (2017) What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers to Engage in Equitable and Inclusive Teaching. Young Exceptional Children. <https://doi.org/10.1177/1096250618811619>



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28	Materials and environment	Two or fewer learning materials reflect inclusion of Indigenous perspectives.	At least three learning materials reflect inclusion of Indigenous perspectives.	At least five learning materials distributed throughout at least five different program space areas reflect inclusion of Indigenous perspectives.	
29	Program and Planning	No programming reflecting engagement with Indigenous perspectives or, programming engaging with indigenous perspectives is <b>tokenistic, stereotypical or is cultural appropriation.</b>	Limited programming (2 or less learning experiences per week) offered to engage with indigenous perspectives and it is not tokenistic, stereotypical or is cultural appropriation..	Regular programming (2 or more learning experiences daily) reflects a deliberate engagement with indigenous perspectives. This is reflected both in program planning and in pedagogical narration.	
30	Professional Competence	Educators have biased / negative conversations with children regarding diversity or there is no evidence of conversations regarding diversity.	Educators have positive conversations with children regarding diversity.	Pedagogical narration reflects explorations of diversity.	

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Standard 1.2 Educators make pedagogical choices to extend both their own thinking and the children’s thinking<sup>21</sup>

Element 1.2.1 Educator pedagogical choices are deliberate, purposeful, and thoughtful.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
31	Community Culture	Educators do not consult with one another regarding program decisions and actions.	Evidence that Educators consult with one another regarding program decisions and actions.	Evidence that Educators daily consult with one another regarding program decisions and actions.  There is a clearly delineated process for decision making, responsibility and accountability within a teaching team.  Families are consulted in some service-wide and room-specific decisions.	
32	Pedagogical Narration	Current research and best practice is not referenced by Educators.	Educators sometimes reference current research and <b>best practice</b> when making program decisions.	Educators frequently reference current research and best practice when making program decisions.	

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<sup>21</sup> BC ELF (2018)

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Element 1.2.2 Educators engage in a pedagogy of listening and critical reflection.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
33	Professional Competencies	Educators do not use open-ended questions with children.	Educators use questions as a tool to promote critical thinking and reflection with children.	Educators routinely and enthusiastically model inquiry based learning.  Educators respond to children’s ideas through conversations, provocations, and other means of seeking child perspective.  Child ideas and perspectives are reflected in pedagogical narration.	
34	Program and Planning	Educators do not include child ideas in planning.	Educators use observations of children to inform program planning.	Educators conduct intentional observations of children to inform program planning.  Program planning references Educator observations.  Educators actively involve children in program planning.	

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Element 1.2.3 Child agency is promoted, enabling them to make choices and decisions that influence their lived experience within the world around them.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
35	Professional Competence	Any Educator is observed making all decisions for the children (excluding directives under care plans, as appropriate).	Children are provided with <b>binary or limited choices</b> .	Children are provided with authentic choices within the program.	
36	Materials and Environment	Children are unable to access learning materials independently.	The program space is organized to encourage children to access most <b>accessible learning materials</b> and all <b>personal items</b> (excluding medications) independently.	The program space is organized to encourage children to access all accessible learning materials and <b>personal items</b> independently.  The program space provides learning materials that support children in having organizational success when using learning materials.	
37	Professional Competence	Any Educator is observed repeatedly disregarding the cues of the children.	Educators are aware of the children's individual needs, communication styles and temperaments and respond to child cues.	Educators are aware of the children's individual needs, communication styles and temperaments and proactively respond to child cues.  Educators provide material resources, temporal space, or Educator attention to support emergent child ideas and interests.	

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38	Professional Competence	<p>Any Educator repeatedly observed not allowing the children to try for themselves.</p> <p>Any Educator is repeatedly making the tasks too difficult for a child to follow.</p>	<p>All Educators ensure temporal pacing allows children time to complete tasks and learning experiences independently.</p> <p>Educators support children in developing required skills and emotional regulation when facing a task or learning experience.</p>	Educators create opportunities for enhancing self-help skills through play.	
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Element 1.2.4 Educators engage with children in small-group and one-on-one interactions.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
39	Professional Competence	Educators do not vary group sizes or do not engage with children.	Educators engage in <b>small groups</b> as well as one:one interactions throughout the day.	All educators take opportunities to engage in small groups and one:one interactions throughout the day.  Educators demonstrate awareness of which children are included/excluded in small group/one:one interactions and work to ensure all children engage with each Educator at some point in the day.	

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Standard 1.3 Educators engage in critical reflection on individual and group learning

Element 1.3.1 Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of pedagogical narration.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
40	Materials & Environment	<p>Pedagogical narration is not shared with families, children or colleagues.</p> <p>Pedagogical narration is not a part of the program.</p>	<p>Pedagogical narration is shared with families, children or colleagues.</p> <p>Pedagogical narration is made visible through one modality.</p>	<p>Pedagogical narration is shared widely with families, children and colleagues.</p> <p>Pedagogical narration is made visible through multiple modalities in order to minimize barriers to public engagement.</p>	
41	Pedagogical Narration	Each child is not included in pedagogical narration.	Weekly pedagogical narration reflects a learning experience which includes each child in the program.	Weekly pedagogical narration reflects multiple learning experiences which include each child in the program.	
42	Pedagogical Narration	Educators are not provided pedagogical narration time.	Educators are provided with at least 15 minutes of pedagogical narration administration time per day; this time may or may not be a part of ratio and/or <b>contiguous space</b> (i.e. during nap).	Educators are provided with at least 30 minutes per day of pedagogical narration administration time, with at least one hour per week outside of ratio.	

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Element 1.3.2 Educators observe and record children’s knowledge, interests, curiosities, and knowledge learning to use as a basis for program planning.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
43	Pedagogical Narration	Educators do not collaborate in the process of pedagogical narration.	Educators set aside regular meeting time to engage in the process of pedagogical narration.	Educators set aside regular meeting time to engage in the process of pedagogical narration and invite input and reflection from parents and families.	
44	Program and Planning	Child experiences do not inform subsequent experiences.	Evidence that child learning experiences inform planning for subsequent experiences.	Children are involved in reflecting on learning experiences.	
45	Pedagogical Narration	Learning experiences offered do not reflect the current Program plan or, for sites practicing emergent curriculum, learning experiences are not documented by the end of each day.	There is current pedagogical narration which demonstrates that observations of children are used in the development of learning experiences.	Photo pedagogical narration is available within the program space.	
46	Pedagogical Narration	Children do not have a choice of what learning experience they want to do.	At least one observation of each child engaged in learning experiences is documented per week.	Educators use visual documentation (photographs, video, drawings) of children participating in activities and learning experiences to share what the child is learning during the day. Teacher observations, child narrations or quotes, pedagogical reflections or a description of the learning opportunity are included together with the visual documentation.	



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47	Program and Planning	Child learning experiences are pre-determined without reflection on child-specific needs and interests.	Inquiries and Learning pathways are guided by reflection on children's interests and learnings.	<p>Inquiries and Learning pathways are developed purposefully through reflection on children's interests and learnings.</p> <p>Children take an active role in proposing and/or furthering inquiries and learning pathways.</p>	
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Element 1.3.3 Pedagogical narration is used as a tool for reflective learning together with the children

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
48	Professional competence	<p>Educators do not talk about the pedagogical narration with children.</p> <p>Educators do not reflect on learning with the children.</p>	Educators reflect on learning together with children at least once a day.	<p>Educators use pedagogical narration to encourage informal and formal conversations with the children.</p> <p>Reflection experiences with children are documented through pedagogical narration.</p> <p>Multi-modal approaches to reflection are used with the children.</p>	

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Element 1.3.4 Families are informed about the program and their child’s progress.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
49	Professional Competence	Educators do not provide resources to families, or resources are not developmentally appropriate.	Educators sometimes provide developmentally appropriate resources to families as related to concerns about individual development.	Educators consistently provide developmentally appropriate resources to families as related to concerns about individual development.  Educators provide resources to families on developmentally-appropriate activities which extend the current learning pathways.	
50	Parent Community	Educators do not update families about daily / weekly / monthly program activities.  Educators do not meet with families about the program or child progress.	Educators update families about daily / weekly / monthly program activities through one mode of communication.  Educators communicate with parents informally at pick up / drop off.	.Educators update families about daily / weekly / monthly program activities through multiple modes of communication in order to reduce possible communication barriers.	

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Element 1.3.5 Educators use information shared by families about their children in pedagogical practice

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
51	Parent Community	Educators do not collaborate with families about child experiences, interests and needs.	Educators seek out information from families about child experiences, interests and needs.	<p>Educators seek out information from families about child experiences, interests and needs in non-child care contexts.</p> <p>Educators use pedagogical narration to encourage home-school collaboration.</p> <p>Educators arrange home visits, parent events or parent meet-ups to support home-school relationships.</p>	

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Element 1.3.6 Educators monitor children’s individual growth and development through pedagogical narration shared with parents.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
52	Pedagogical narration	No display featuring current children	Display includes photos of some of the children in the group.  All display is age appropriate for the group.	Over 1/2 the display in the room is related to the current children, and one can easily see the children’s interests and program projects.  Three dimensional child-created work is also displayed, in addition to two dimensional work.  About 1/3 of the pedagogical narration displayed include individual child voice.	
53	Pedagogical narration	No child portfolios available.	Educators compile portfolios that document the child's learning.	Educators maintain portfolios that document children's learning and include a range of documentation, such as pedagogical narration, rubrics and child-created artifacts.  Child portfolios are accessible to families.	

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Standard 1.4 Pedagogical pedagogical narration is created, reflected on and displayed regularly within the program

Element 1.4.1 Educators document the references and resources used in program planning

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
54	Pedagogical Narration	Educators do not reference BC ELF in program planning.	Educators reference the BC ELF in pedagogical narration and in program planning.	Educators reference current research in program planning or in pedagogical narration; bias/weaknesses in research or possible other perspectives may also be referenced.	
55	Parent Community	Educators do not reference learning materials used within the program (such as books, specific block sets, etc) with families.	Educators reference learning materials used within the program with families.	Educators reference learning materials used within the program (such as books, songs, playlists, etc) with families through two modes (in-person and online) in order to encourage access to materials.  Learning materials reflecting current inquiries are available for families to use at home, for home learning.	

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Element 1.4.2 Pedagogical narration is displayed respectfully within the learning environment

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
56	Materials and Environment	There are no <b>displays</b> in the program space.	The program space has at least three types of displays that include children’s artwork and adult-made/commercial materials.	<b>Pedagogical narration displays</b> are placed throughout the environment and extend throughout the centre.	
57	Materials and Environment	More than half of the children’s artwork on display in the program space is product-oriented art work, or focused on creating a standard product .	Three or more displays include children’s recent activities.	Two or more photos of each child currently enrolled in the program are displayed within the program space. One photo of each child’s family is accessible within the program space.  Children’s art work is process-focused, and allows for individual expression.	
58	Materials and Environment	Displays are not in good repair; child artwork has been hung in a way that will destroy artwork.	Displays are well organized and in good repair.	Child artwork has been hung in a respectful manner.  Child artwork is attributed to the artist without Educators writing directly onto the artwork.	

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59	Materials and Environment	No three-dimensional items created by children displayed.	Three-dimensional items created by children may be on display anywhere within the room.	Documentation of the art process for three-dimensional items is displayed together with the items.	
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Element 1.4.3 Children are provided with opportunities to share and display their learning.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
60	Professional Competence	No opportunities for children to share and display learning.	Educators ensure children have opportunities to share learning with peers daily.	Educators ensure children have opportunities to share learning with peers and families daily.  Children have opportunities to document their own learning through portfolios and/or other learning documentation / display tools.	



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Standard 1.5 Educators implement a trauma-informed approach to support challenging behaviors

Element 1.5.1 Educators respond to children’s behaviour using a continuum of trauma-informed strategies.<sup>22</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
61	Community Culture	Educators react to the behaviour through a negative response that fails to consider child individual emotional needs.	Educators work to identify triggers to behaviours and work to intervene in situations to avoid challenging behaviours occurring.	Evidence of Educators reflecting as a team on a child’s behaviour and understanding the possible trauma experiences and triggers potentially affecting the child. <b>*awkward wording?</b>	
62	Community Culture	Educators view child behaviour as problematic, inappropriate or wrong.	Educators view child behaviour as a learned response to a situation.	Educators view child behaviour as a means of communication about an unmet need.	
63	Community Culture	No evidence of Educator understanding of, or efforts to mitigate the potentially (re)traumatizing effects within group care settings.	Individual care plans, programming or program environment have made an effort to recognize or mitigate the impacts of traumatizing events potentially experienced within group care settings.	Individual care plans, programming and program environment all work to mitigate the impacts of traumatizing events potentially experienced within group care settings.	
64	Professional Competence	Educators use coercive language with children in order to have child behaviour adapt to expectations. (countdowns, you get what you get and you don’t get	Educator acknowledges child behaviour and/or emotions and redirects behaviour and/or supports child to regulate emotions.	Together with the child, Educators identify the child’s goal when challenging behaviours present themselves; and creates a shared goal that addresses the child’s needs and supports the child to adapt behaviour accordingly.	

<sup>22</sup> Trauma and young children – a caring approach project Women’s Health Goulburn North East (2012)  
Literature review: A trauma-sensitive approach for children aged 0-8 years <https://www.whealth.com.au/documents/work/trauma/LiteratureReview.pdf>

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		upset, if you don't do this...then...)			
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Element 1.5.2 Educators are clear and consistent in guiding children as they begin to develop problem solving skills.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
65	Professional Competence	Educators repeatedly solve the children's problems immediately.	All Educators are observed encouraging children to problem-solve and find solutions to tasks and/or activities.	Children are encouraged to negotiate conflict situations with one another and express their emotions so that they may come to a resolution with the support of the Educators.	
66	Professional Competence	Educators are not aware of different personalities within the group and are not able to use group dynamics in a positive way.	Educators seem to be aware of some personality dynamics within the group and there is evidence of efforts to support these dynamics through groupings, environmental support, direct instruction or Educator support.	All Educators are aware of the different personalities within the group and are able to anticipate situations before they arise.	
67	Professional Competence	Any Educator is physically abrupt with children.  Any Educator engages in name calling or yelling at children.	All Educators are observed consistently explaining consequences in a calm manner.	All Educators are able to adapt expectations based on the individual needs and personalities of the children.  All Educators use children's names rather than endearments.	

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68	Professional Competence	Any Educator repeatedly explains consequences in an abrupt manner.	All Educators are observed reinforcing positive behaviours in the children.	Actions and their effects are reflected on through pedagogical narration, literature and other multi-modal methods to develop child understanding around social behaviours.	
69	Professional Competence	Educator expectations repeatedly do not match the developmental level of children.	Educator expectations typically match the developmental level of children.	Educator expectations match the developmental level of children and allow for a range of expectations, depending on individual child development.	
70	Professional Competence	Any Educators are repeatedly observed using <b>inappropriate behaviour guidance strategies</b> .  Any Educator is repeatedly observed not following through with developmentally-appropriate strategies.	All Educators are observed consistently using and following through with developmentally-appropriate strategies.	Educators acknowledge emotional experiences and allow the child time to regulate their emotion (with or without Educator support, as appropriate), prior to using redirecting, reflecting or other techniques to support the child in modifying behaviour. Redirection may be used if the child is in a loop and needs assistance in moving on.  All Educators follow through with developmentally appropriate strategies that are rooted in trauma-informed practice.	

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71	Professional Competence	Any Educator is repeatedly observed demonstrating inappropriate social behaviour	All Educators are consistently observed demonstrating positive social communication and collaborative behaviours, role-modelling, turn taking and/or sharing.	All Educators are consistently observed demonstrating positive social communication and collaborative behaviours, role-modelling each of: turn taking and/or sharing, offering restitution, assertive communication about personal boundaries, requesting consent and negotiation.	
72	Professional Competence	Set conflict resolution strategies are implemented and enforced by Educators, such as two minute turn taking.	Educators support children in considering multiple solutions in some conflict resolution situation.	Educators support children in considering multiple solutions in any conflict resolution situation.  Educators support negotiation between children as a part of the conflict resolution process.	

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Element 1.5.3 Educators plan transitions to minimize stress on children.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
73	Community Culture	Children are not expected to participate in the transition activities.	Children are expected to participate in transition activities but may not successfully participate due to lack of Educator support / involvement.	Children <b>are expected to</b> take on responsibility for cleaning up previous activity and are <b>supported to</b> productively engaged during the transition.	
74	Professional Competence	Educators make no effort to ensure that transitions are smooth.	All Educators make a concerted effort to ensure that transitions are usually smooth.	Educators ensure that transitions are gradual and predictable.  Frontloading occurs for transitions.	
75	Professional Competence	Educators and the environment are not prepared for a transition or the next activity.	Educators are prepared for the next activity at least 50% of the time.	Educators are prepared for next activities; environment is prepared.	
76	Program and Planning	Transitions are not planned as learning experiences.	Transitions are planned as learning experiences. These are reflected on the program plan. (Transitional songs, books to be read, visual schedule)	Transitional learning experiences are planned and there is evidence that transitional learning experiences are shared through pedagogical narration, making children's learning visible.	
77	Program and Planning	Children are always transitioned in a large group	Children are consistently transitioned in small groups (0-17 months, 1:4 18 months - 29 months, 1:6 30 months - 5 years, 1:8)	Children are transitioned in small groups and transitions are planned in a way that reflects care plans and individual child needs.	

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78	Program and Planning	Transitions are experienced as random, abrupt and Educator controlled.	Children have some warning for all transitions.	Educators use multi-modal, gentle ways to facilitate transitions (i.e timer, transitional cards, bell, routine songs, background music).	
79	Program and Planning	Children required to wait for ten minutes or more during any transition.	Some children are required to wait more than five minutes during a transition.	Children are waiting five minutes or less during any transition.	
80	Materials & Environment	Environment does not support ease of transitions for children.	Environment and/or schedule have one support in place contributing to the ease of a transition.	Environment and/or schedule demonstrate thoughtful and deliberate consideration to transitions, with three or more supports in place contributing to the ease of a transition.	

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Standard 1.6 The program is inclusive to children requiring additional supports

Element 1.6.1 Educators support children in expressing their feelings in socially acceptable ways.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
81	Community Culture	<p>Educators use language that undermines, discredits or stigmatizes children’s emotions.</p> <p>Educators ignore or minimize a child’s unpleasant emotions.</p>	Educators provide comfort to children experiencing unpleasant emotions.	<p>Educators seek consent prior to physically providing comfort to children experiencing unpleasant emotions.</p> <p>Educators engage in co-regulation in moments of child dysregulation.</p>	
82	Professional Competence	<p>Educators do not label emotions as they occur in children.</p> <p>Educators clearly mis-label emotions as they occur in children ie. (“you’re ok” when a child is dysregulated)</p>	Educators label some emotions as they occur in children.	<p>Educators label a wide range of emotions with accuracy as they occur in children, and provide commentary on physical manifestations of the emotion and/or cause and effect.</p> <p>Educators assist and encourage children in gaining confidence at identifying and naming their own emotions.</p>	
83	Community Culture	Educators demonstrate bias or unacceptance against high energy or unpleasant emotions as expressed by children.	Educators recognize emotions of varied salience (high energy vs low energy) or valence (pleasant vs unpleasant), but undermine these emotions through comfort techniques that do not validate the emotional experience (i.e.	<p>Educators do not stigmatize any emotion, regardless of emotional salience (high energy vs low energy) or valence (pleasant vs unpleasant).</p> <p>Educators validate all emotions and create space for all emotions</p>	



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			“You’re ok.” or “You don’t need to cry.”).	to be accepted within the program.	
84	Professional Competence	Educators do not recognize or respond to the emotional needs of a child involved in a conflict situation.	Educators are observed recognizing, understanding, labelling, or supporting the regulation of some emotional needs of some children involved in a conflict situation.	All Educators are observed recognizing, understanding, labelling, and supporting the regulation of emotional needs of all children involved in a conflict situation.	

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Element 1.6.2 Educators incorporate inclusive practices to involve all children in the program.<sup>23</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
85	Materials and Environment	Programming is rigid without ability to respond to the varied needs of children.	Classroom environment is welcoming, with two <b>program space areas</b> and/or programming that allows for variations in order to meet individual / family needs.	Program space environment is welcoming, with five program space areas and/or programming that allows for variations in order to meet <b>individual / family needs</b> .	
86	Community Culture	No / limited gradual entry process established for children beginning child care program attendance.	Uniform gradual entry process is established.	Individualized gradual entry process reflects the needs and pacing of the individual child and their parents.	
87	Professional Competence	No external professionals or specialists are utilized.	External professionals and/or specialists provide support and share suggestions on how Educators can support the needs of individual children and/or programs.	External agencies/professionals attend meetings to plan appropriately for children with individual support needs.	
88	Professional Competence	Inclusion practices are not incorporated into teaching practice.	Educators use some inclusion practices.	Educators are inclusive, adapting programming, groupings, routines and environment to support inclusion of all children within the program.	

<sup>23</sup>Talking About Practice <https://www.ecrh.edu.au/docs/default-source/resources/nqs-plp-e-newsletters/nqs-plp-e-newsletter-no-38-2012-curriculum-decision-making-for-inclusive-practice.pdf?sfvrsn=4>

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89	Professional Competence	No supports for individual children to improve inclusion are evident.	Care plan with strategies to support individual children to improve inclusion have been written.	Evidence that care plan strategies have been implemented.	
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Standard 1.7 Educators deliberately foster Social-Emotional literacy skill development

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Element 1.7.1 Educators are actively involved in children’s play and utilize dramatic play as Social-Emotional learning opportunities.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
90	Community Culture	Children are in Educator-directed groups/partnerships most of the time and have little opportunity to choose companions or activities.	Children have some time to select their own groups/partnerships and/or activities.	Children have opportunities to select their own groups/partnerships and activities at least 50% of the time and have opportunities for voice regarding companions and activities within Educator-directed small groups.	
91	Community Culture	No structures or procedures in place to support conflict resolution (i.e. policy and procedures, code of conduct, clear class expectations)	Educator approaches to support child-directed conflict resolution between children are inconsistent from Educator to Educator	Structures are in place for Educators to consistently support conflict resolution between children as needed	
92	Community Culture	Interaction among children is usually negative.	Educators generally model positive social skills.	Educators use multi-modal approaches to model positive social skills and call attention to the cause and effect of various actions in a positive way.	
93	Community Culture	Peer interaction is disrespectful, harassing, exclusionary, biased, or unsafe	Most peer interaction is respectful and safe.	Educators collaborate with parents in building child peer relationships.	

<sup>24</sup> Community Care and Assisted Living Act, Child Care Licensing Regulation (2018) Schedule G (4) (5)

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94	Program and Planning	Children are scheduled to work in the same groupings or partnerships regularly or no consideration to working within varied groupings or partnerships is evident.	At least one grouping or partnership throughout the day has been organized by Educators in order to promote varied relationships .	Educators provide thoughtful opportunities for children to work together in a variety of groupings and partnerships.	
95	Professional Competence	There is little to no Educator guidance for positive interaction among children (Educators only intervene during conflicts).	Educators stop harmful peer interaction and direct social conflict resolution strategies.	Evidence of classroom code of conduct that children are familiar with and Educators reference.	
96	Professional Competence	Educators unilaterally resolve social conflict as it occurs or do not support children at all in supporting conflict, when needed.	Children are given some opportunity to resolve conflict independently.	Children are provided the opportunity to resolve conflict independently, with adult support as required.	
97	Professional Competence	Educators do not engage in dramatic play area, except to stop disruptive behaviour.	Educators are responsive to the children during dramatic play.	Educators are co-learners with children in dramatic play, providing a support role or new provocations to support play scripts.	
98	Program and Planning	Dramatic play is not extended beyond play area.	Dramatic play is extended through community field trips or guest speakers.	Dramatic play is extended through community field trips, guest speakers and home-school connections.	
99	Program and Planning	Dramatic play is not planned or reflected on with Educators and children.	Dramatic play includes some planning or reflection.	Dramatic play includes <b>play planning</b> and reflection.	

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100	Professional Competence	Educators do not use dramatic play as a way to promote social-emotional literacy.	Educators acknowledge child emotions during play and support emotional regulation as needed.	Educators work one:one and pause play to help you to solve social conflicts or play script conflicts as a group, calling attention to emotional states, regulation strategies and problem solving options.	
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Element 1.7.2 Educators invite children to participate in the development of program planning, routines, and rules.<sup>25, 26, 27</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
101	Professional Competence	Learning experiences offered are not developmentally appropriate: either too advanced or do not present enough challenge.  Educators do not modify learning experiences to support the participation of all children.	Educator modify learning experiences and routines to allow all children to participate.	Learning experiences and routines are planned and adapted to promote positive behaviours.	
102	Professional Competence	No evidence of Educators using observation techniques to reflect on challenging behaviours.	Educators use observation techniques to reflect on challenging behaviours.	Educators consistently use observation techniques to reflect on challenging behaviours.  Educators work collaboratively with parents and teaching team to reflect on child needs.	

<sup>25</sup> UNICEF(2013) ‘Convention on the Rights of the Child’ [http://www.unicef.org/crc/index\\_30177.html](http://www.unicef.org/crc/index_30177.html)

<sup>26</sup> NSW Commission for Children and Young People (2008). ‘Taking Participation Seriously.’ Surrey Hills, NSW, Australia. [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au).

<sup>27</sup> Involving children in decision making, your quick practical guide. Commissioner for Children, Tasmania. <https://www.childcomm.tas.gov.au/wp-content/uploads/2015/06/Guide-to-making-decisions-booklet.pdf>

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Element 1.7.3 Educators deliberately engage in topics of identity, bias and diversity throughout the program.<sup>28</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 1 or 2</b>	<b>Meets Expectations 3</b>	<b>Exceeds Expectations 4 or 5</b>	<b>Score</b>
103	Materials & Environment	No mirrors available.	Child-safe mirror is available in the program space.	Child-safe mirror is available in the program space and is positioned so that all children within the space can use the mirror; at least one body length mirror is available for children.	
104	Materials & Environment	No evidence of materials in dramatic play area that support exploration of identity, bias and diversity.	Some materials within dramatic play allow for children to explore ideas of identity, bias and diversity	Most materials in dramatic play have been planned to support children in exploring ideas of identity, bias and diversity	
105	Materials & Environment	<b>Displays</b> demonstrate bias towards 1 or more diversity categories.	Displays are bias free.  One or more display reflects a variety of family structures.	Two or more displays reflect two or more diversity categories.  Two or more displays reflect a variety of family structures.	

<sup>28</sup> Edwards, J., Derman-Sparks, L. (2009) Anti-Bias Education for Young Children and Ourselves.



**Quality Area 2: Health and Safety**

Standard 2.1 Child health and physical activity is promoted

2.1.1 Each child’s wellbeing is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
106	Materials and Environment	<b>Beds</b> are not assigned to a particular child.  Beds are not labelled.	The sleeping area has a bed assigned to each child.  Beds are labelled for each child.	Children are able to identify their bed space.  To meet individual resting needs, children are able to bring stuffed toys, pillows or blankets from home.	
107	Materials and Environment	Beds are used as a storage space when not in use for sleeping.	Area around beds are hazard-free.	There is adequate space between each cot during rest periods (1-3 feet).  Children nap head-to-foot to promote health and safety.	
108	Materials and Environment	Extra bedding is not available.	Bedding is changed once a week or sooner if needed.	A washer and dryer is available for soiled bedding.  Extra bedding is available in the event of soiled sheets.	
109	Materials and Environment	Beds are in poor repair or unclean.	Beds are disinfected weekly.  Beds are in good repair.	Beds are disinfected weekly and every time the user of a bed changes.	

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110	Materials and Environment	Bed set-up in preparation for rest time interferes with the children's ability to engage in activities in the program space.	Bed set-up does not prevent or interfere with the children's ability to engage in activities in the program space.	Separate sleep area is available apart from the activity area.	
111	Materials and Environment	During rest time, the environment is not adapted to support rest and relaxation.	Rest time environment includes soft music and low lighting.	There is evidence of consideration, planning or observations of environmental scent, sound, and room movement/noise.	
112	Professional Competence	Educators are unable to safely supervise both the program space and nap space.	Educators safely supervise what is happening in both the program space and nap space as needed, during rest time.	Educators are able to immediately respond to children when children wake from sleep.	
113	Program and Planning	Sleep routines do not meet the needs of the children.	Sleep routines meet the needs of the children.  All children are provided with an authentic opportunity to rest.	Sleep routines meet the needs of the children.  Evidence that educators have worked with families and/or children to determine individual sleep routines / needs.  Children who need limited sleep are able to participate in quiet activities while the others are resting, or if a child wakes up early the child can choose an activity in the program space.	

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Element 2.1.2 Effective illness, injury management and hygiene practices.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
11 4	Professional Competence	Health authority hand-washing procedures are not followed.	Evidence supervisor reviews hand-washing expectations with Educators.	Educators plan / document age-appropriate learning experiences around hand-washing with children.	
11 5	Professional competence	No illness policy in place or the illness policy is not followed.	Illness policy is in place and generally followed.	Illness policy is in place and is shared with families through at least two modalities.  Illness policy is strictly followed.  Illness and symptoms are documented and communication with local Health Authority is open.	
11 6	Materials and Environment	Insufficient supplies to ensure hand-washing occurs as per Health Authority hand-washing procedures.	Sufficient supplies accessible to ensure hand-washing is conducted as per Health Authority hand-washing procedures	Sufficient supplies accessible to ensure hand-washing is conducted as per Health Authority hand-washing procedures onsite, offsite and outdoors.  Hand-washing is routinely used as a learning opportunity for children to further their understanding of health and safety.	

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11 7	Materials and Environment	Current Health Authority hand-washing procedures are not posted.	Current Health Authority hand-washing procedures are posted.	All sinks used by the children include visual sequences outlining the proper Health Authority hand-washing procedures.	
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2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
118	Community Culture	Food is used to reward, to acknowledge performance, to punish, or to control children's behaviour.	During meal and/or snack times, Educators encourage children to eat but accept when children still refuse the food.	Educators use meal and/or snack times as opportunities for enhanced language learning.	
119	Professional Competence	Less than two conversations and/or interactions occur between children and adults during meal and/or snack times, excluding when Educators instruct or provide direction to children.	Meal and/or snack times are viewed as a time for socialization and conversation. During meal and/or snack times, Educator engage in meaningful conversations with children to extend learning.	Conversations are unhurried and meaningful to the children and Educator.  Educators eat together with the children.  Educator meals eaten together with the children reflect health food choices, as per the Canada Food Guide.	
120	Professional Competence	Individual children's needs are not met during meal and/or snack times	Unless the Educator is supporting a child through hand over hand, Educator should be seated with the children and engaged in conversation	Children self-serve all foods. It is acceptable for the Educator to assist using hand-over- hand help as needed.	
121	Program and Planning	Children do not eat in small groups preschool - 8 infant 0 - 17 m - 4 toddler 18 m - 30 m - 6	During meal and/or snack times, children eat while seated in small groups: preschool - 8 infant 0 - 17 m - 4 toddler 18 m - 30 m - 6	Educator provide opportunities for children to help with setting the table for lunch/snacks.	

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122	Materials & Environment	There are not enough developmentally-appropriate serving / eating utensils and dishes for all children or, if the service does not provide meals, there are no extra dishes or utensils available if required.	Extra dishes and utensils are easily available in the program space.	Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required.  Feeding aids are available to assist children in gaining feeding independence, as required.
123	Materials & Environment	There are not enough chairs in the program space for meals and snacks.  Adults are not able to use the available seating.	Chairs and tables are child-size.  Appropriate seating for adults is available.	There is enough seating for all Educators and children to sit down at the same time for meals and snacks, within small-groups (preschool - 8 infant 0 - 17 m - 4 toddler 18 m - 30 m - 6)  All seating is washable.
124	Materials & Environment	There is no access to running water or clean, potable water, when running water is not accessible.	There is access to running water, or clean, potable water when running water is not accessible.	Educator have access to running water directly in the program space.  A five gallon jug of water is available as a substitution when running water is not accessible outdoors.
125	Materials & Environment	Food is not served on dishes or napkins/paper towels.	Food is always served on dishes or napkins/paper towels or containers provided for the child from the family.  Napkins/paper towels are used for dry foods only.	Food is always served on dishes.

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126	Administration	No active play policy and procedures in place OR  Active play policy or procedures are not followed daily.	Active play policy and procedures in place that meet the requirements of the Director of Licensing Standard of Practice for Active Play.	Active play policy extends beyond the requirements of the Director of Licensing Standard of Practice for Active Play.  Active play policy is in the parent handbook.  Active play opportunities include both facilitated and un-facilitated experiences.	
127	Materials and Environment	No active play area available inside.	At least one active play area is available inside.	At least one active play interest area is accessible inside the program space.	
128	Program and Planning	No active play programming evident.  Children are restrained in a stroller or high chair for more than one hour at a time.	At least two developmentally appropriate active play activities are planned and/or documented daily. <sup>29</sup>  Toddlers and Preschoolers (18 months - 5 years) are provided with 60 minutes of active play daily (full day programs).	At least four developmentally appropriate active play activities are planned and/or documented daily.  Toddlers and Preschoolers (18 months - 5 years) are provided with at least 120 minutes of active play daily (full day programs). <sup>31</sup>	

<sup>29</sup> Director of Licensing Standard of Practice, Community Care and Assisted Living Act Fact Sheet - Active Play. Accessed May 21 2019: [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/fact\\_sheet\\_-\\_active\\_play\\_2017.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/fact_sheet_-_active_play_2017.pdf)

<sup>31</sup> Canadian Physical Activity Guidelines, CSEP. Accessed May 21 2019: [https://csepguidelines.ca/wp-content/themes/csep2017/pdf/PAR7972\\_24Hour\\_Guidelines\\_EY\\_En-4.pdf](https://csepguidelines.ca/wp-content/themes/csep2017/pdf/PAR7972_24Hour_Guidelines_EY_En-4.pdf)

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			<p>Preschool programs provide active play daily based on hours of operation:                      1-2 hours: 20 minutes active play                      2-3 hours: 30 minutes active play                      3-4 hours: 40 minutes active play</p> <p>Sitting activities (sitting in a stroller, high chair, board games, crafts) are offered for limited time periods and/or with scheduled and frequent bursts of physical movement.<sup>30</sup></p>	<p>Preschool programs routinely provide more than the required minutes of active play daily.</p>	
129	Program and Planning	<p>No evidence of fundamental movement skills being incorporated into activities.</p> <p>No evidence of attendance to injury prevention.</p>	<p>Opportunities to practice fundamental movement skills are evident during active play.</p> <p>Injury prevention is addressed as needed.</p>	<p>Program planning thoughtfully includes a wide variety of fundamental movement skills in at least five contexts daily.</p> <p>Injury prevention is included in the program planning to encourage personal awareness, assessment and mitigation of risks.</p>	
130	Professional Competence	<p>Staff display minimal awareness of injury prevention.</p> <p>Staff have no knowledge of fundamental movement skills.</p>	<p>Some staff display an understanding of physical literacy.</p> <p>Some staff display an understanding of fundamental movement skills.</p>	<p>All staff display a thorough understanding of the importance of fundamental movement skills, their basic assessment and development.</p>	

<sup>30</sup> Director of Licensing Standard of Practice - Active Play



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			Staff are generally attune to injury prevention and direct caution accordingly.		
131	Program and Planning	<p>No screen use policy is available or is not referenced.</p> <p>Screen usage exceeds 45 minutes per week.</p>	<p>Screen use policy meets the requirements of the Director of Licensing Standard of Practice.</p> <p>Information pertaining to any screen time is documented in the Program Plan.</p> <p>Parent/guardian is informed of any screen time in advance.</p>	<p>Screen use policy is integral to the community / program culture.</p> <p>Screen time is not a regular part of Program planning and is used only when electronic media provides an opportunity not otherwise available to extend topics of interest.</p> <p>Staff do not employ screens for any administrative, planning or documenting duties when in sight of children.</p> <p>Parents are encouraged or required to refrain from cell phone use inside the program space.</p>	

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2.1.4 Hygienic and respectful diaper change opportunities are promoted and are appropriate for each child.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
132	Materials and Environment	Health Authority diapering procedures are not posted.	Posted Health Authority procedures for diapering are followed by Educator.	A visual depiction of both the toileting/potty and diapering routine is posted in a place where children can see it while using the toilet.	
133	Materials and Environment	Insufficient diapering supplies.  If parents provide diapering supplies, supplies are not organized and clearly labelled.  A metal, covered garbage container is not being used for soiled diaper supplies.	Sufficient supplies are accessible to Educators for diapering procedures.  If parents provide diapering supplies, supplies are organized and clearly labelled. System to notify parents when supplies are running low is in place.	Extra diapering supplies are available for use as needed.  A garbage container that reduces/contains odor is being used for soiled diaper supplies.  Storage supplies and procedures for cloth diapers are in use.	
134	Materials and Environment	No mirror is accessible in the washroom or diaper change area.	A mirror is in the washroom or diaper change area. The mirror is positioned in a way that is accessible to all children in the program.	Shatter-proof mirrors are in the washroom or diaper change area. They are positioned in a way that is accessible to all children in the program.	
135	Professional Competence	No evidence of adaptations to meet the individual toileting needs of children .	Toilets and sinks are located within the program space and accessible to children.	Child-size sink is accessible to children so that step-stools are not required for handwashing.	

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136	Professional Competence	Educators do not seek consent prior to conducting diaper changes or assisting with toileting.	Educators engage in conversations with children during toileting/diapering routines, beyond providing directions or narrating the routine. <sup>32</sup>	Diapering and toileting routines are an opportunity for connection: conversations, providing adequate time to complete washroom routines, and seeking consent prior to conducting diaper changes or assisting with toileting.	
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<sup>32</sup> Toronto Children’s Services, Early Learning and Care Assessment for Quality Improvements 2017

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2.1.5 At all times, reasonable precautions and adequate supervision ensure children are protected from hazard.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
137	Professional Competence	Arrival and departure times are not accurately recorded, or are recorded in pencil.	Attendance Records shows all child arrival and departure times.  Attendance Records are signed by the drop off / pick up person.	Arrival and Departure times are electronically recorded or confirmed by Educators.	
138	Professional Competence	Attendance records are not accurate.	Small groups of children who have left the room are reflected using a system of temporary documentation.  If children are taught in small groupings in multiple spaces, the Attendance Record is generally accessible to Educators in each group.	Small groups of children who have left the room are reflected on the Attendance Record (or other system of permanent documentation).  If children are taught in small groupings in multiple spaces, the Attendance Record is routinely accessible to Educators in each group.	
139	Professional Competence	No communication regarding child locations for parents.	A written schedule or notice regarding child locations for parents is generally available.	Visual or Written communication or online information regarding current child locations for parents is available.	

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140	Professional Competence	Educators do not document number of children in attendance, outside of the Attendance Record's sign in and sign out.	Educators document the number of children in attendance following transitions.	Educators communicate the correct number of children in attendance to one another after each staff change-over, program transition, or headcount.  Head counts are completed without interrupting the children's play or routines.	
141	Professional Competence	Any Educator is unaware of the number of children in the program space, if a child has left the room, or if a child is in an area of the program space that is out of direct sight lines.	All Educators continually scan the program space.  Educators work as a team to position themselves so all children are supervised.  All Educators know the current number of children in attendance and under their supervision.	All Educators are observed communicating with each other regarding the number and location of children within the program space.	
142	Professional Competence	Any Educator is repeatedly observed to have their back turned to the children.	Educators balance child freedom and autonomy with adult supervision and intervention.	Supervision is conducted in a non-disruptive manner.  All Educators are aware of the children's behaviours and are able to anticipate situations that may occur and require support or intervention.  Educators are observed supporting the children's individual needs to ensure positive interactions and outcomes.	

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143	Professional Competence	Children are restricted in their ability to access most of the program space for at least 50% of the day.	<p>Children are allowed to move freely throughout most of the program space.</p> <p>Areas that are not available to children at a given time are arbitrary or not explained to children.</p>	<p>Educator supervision allows the children freedom to move throughout the entire program space.</p> <p>Any areas that are not available to children at a given time are communicated in a way that children are able to understand independently, and children clearly understand why an area is not available.</p>	
144	Administration	Safety policies required by licensing are available, but not frequently referenced.	<p>Safety policies required by licensing are in place and followed by all Educators.</p> <p>Additional safety policies to address some circumstances are available (ex: excursion safety, washroom policies)</p>	<p>Safety policies extend above and beyond what is required by licensing, with thoughtful inclusion of policies that are specific to the program's needs and circumstances.</p> <p>Safety policies are routinely examined and assessed, and adapted as necessary to meet changing needs.</p>	

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2.2 Emergency procedures are in place

2.2.1 Emergency procedures and emergency communication plans (for fires, natural disasters, and lock-downs) are defined and clearly communicated to parents.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
145	Materials and Environment	Expired, inadequate or no emergency supplies are accessible.	<p>Emergency supplies are accessible and in enough quantity for all of the children and educators to shelter-in-place for 72 hours.</p> <p>Emergency supplies are checked annually and replaced as necessary.</p> <p>Emergency supplies reflect the municipal or provincial recommendations.</p>	<p>Emergency supplies are accessible and in enough quantity for all of the children and educators to shelter-in-place for 7 days.</p> <p>Emergency supplies are transportable in the event of a required evacuation.</p> <p>Emergency shelter-in-place supplies in enough quantity for all of the children and educators to shelter-in-place for 72 hours are accessible when off-site for an excursion.</p> <p>A landline and cellular phone is accessible for use in an emergency.</p> <p>A mobile radio is accessible to Educators in the facility and when off-site for an excursion.</p>	

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146	Administration	Emergency procedures are not communicated with parents.	Emergency procedures are communicated with parents through one modes of communication (i.e. parent handbook).	Emergency procedures are communicated with parents through multiple modes of communication, to reduce barriers for parents accessing information.  Parents participate in an emergency drill once a year.	
147	Administration	No Emergency forms kept for staff.	Emergency forms for staff are kept on file, including emergency contacts.	Emergency forms for staff are kept together with emergency forms for children.	



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2.2.2 Emergency procedures are rehearsed monthly, at different times of day and in different locations.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
148	Administration	Emergency procedures are not rehearsed monthly, or there is no evidence of monthly rehearsals.	Emergency procedures are rehearsed monthly, at different times of the day.  Emergency rehearsals are documented.	Emergency procedures are rehearsed monthly, at different times of the day and in different locations.  Emergency rehearsals include all of the following, throughout the year: fire, earthquake, medical emergency, missing child, lockdown.	
149	Administration	No emergency training is provided for educators.	Program holds annual emergency training for educators.	Annual emergency training is competed for educators with an outside agency.	

**Quality Area 3: Physical Environment**

Standard 3.1 The facility is well-maintained and cared for, providing ample space and learning materials for holistic learning

Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

		<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
150	Materials & Environment	Insufficient lighting in <b>all program spaces.</b>	Indoor program spaces have adequate lighting that can be controlled or adjusted.	Natural Light can be controlled in several spaces within the indoor program space.  Artificial light can be varied within the indoor program space.  <b>Outdoor program space</b> offers shade or can be modified to offer shade; artificial light is available outside when dark.	
151	Materials & Environment	Indoor temperature can not be controlled.	Indoor temperature can be controlled.	Indoor temperature can be controlled, specific to each program space.  Indoor ventilation can be controlled, specific to each program space.	

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152	Materials & Environment	Insufficient furniture to meet the needs of routine care and learning.	Ample furniture to meet the needs of routine care and learning.	Ample furniture to meet the needs of routine care and learning.  <b>Specific-use furniture</b> is available to add to the program space to support program plans.  Routine care furniture is easily accessible and easy to clean.	
153	Materials & Environment	Soft spaces are available for relaxation or comfort.	At least two soft spaces are accessible to children.	Substantial amount of softness is accessible within the environment.	
154	Materials & Environment	Furnishings are not size-appropriate.	50% Furnishings are size appropriate for 75% of the children.	Furnishings are size appropriate for 75% of the children.  Any furnishings that are not size appropriate for the children within the program can be adapted for children's use.	

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Element 3.1.2 Facility, program spaces, furniture and learning materials are safe and clean

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
155	Materials & Environment	More than one area of the program space is observed in poor repair.	<p>Program spaces are in good repair.</p> <p>There is a first aid kit available in each program space and an off-site first aid kit available to any Educators taking a group of children off-site.</p>	<p>Program spaces, facility and <b>premises</b> are in good repair.</p> <p>There is a first aid kit and emergency response kit available within the program space.</p> <p>Maintenance issues are scheduled and completed in a timely manner and documented.</p> <p>Emergency repairs are responded to within 48 hours and documented.</p>	
156	Materials & Environment	<p>More than one area of the program space is observed as being dirty.</p> <p>No facility janitorial system.</p>	<p>All program space areas are clean.</p> <p>A <b>facility janitorial schedule</b> is available.</p> <p>Facility janitorial system occurs weekly.</p>	<p>All areas of the facility are clean.</p> <p>A facility janitorial schedule is available and signed by the facility janitorial service indicating daily, weekly and monthly cleaning tasks.</p> <p>Facility janitorial system occurs following each day of operation.</p> <p>Facility janitorial schedule is checked and signed by manager.</p>	

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157	Materials & Environment	More than one area of the program space is observed to have no organizational system.	<p>All areas accessible to children are organized.</p> <p>Facility and program space monthly or weekly organization schedule is available and signed as completed.</p>	<p>All areas of the facility are organized.</p> <p>Facility and storage monthly or weekly organization schedule is available and signed as completed.</p> <p>Organization schedule is checked and signed by manager.</p>	
158	Parent Community	No resources on health & safety are provided to families.	Educators provide resources to families at least three times a year on health & safety topics.	Educators regularly provide resources to families on health & safety topics, through multiple modalities in order to reduce barriers to access.	
159	Professional Competence	<p><b>Learning materials</b> and furniture are not washed as they become soiled.</p> <p>No schedule for learning materials and furniture washing.</p>	<p>Learning materials and furniture are consistently washed as they become soiled or placed in a soiled toy bin to wash in the same day.</p> <p>Learning materials and furniture washing schedule is evident.</p> <p>Daily program space cleaning schedule is evident.</p>	<p>Transitional toys used during food and toileting routines are washed after each use.</p> <p>Learning materials and furniture wash schedule identifies all learning materials and furniture accessible to the children.</p> <p>Learning materials and furniture wash schedule is signed and dated by Educators and checked by Supervisor.</p> <p>Monthly and Annual repair and cleaning schedule is documented.</p>	

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Element 3.1.3 Program spaces and learning materials allow for multi-modal learning and in-depth inquiries.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
160	Materials & Environment	Not enough learning materials for dramatic play for two children to carry out <b>play scripts</b> .	Enough learning materials for dramatic play for four children (two children for infant-toddler programs) to carry out <b>play scripts</b> involving at least three different roles (two roles for infant toddler programs).	Enough learning materials for dramatic play for eight children (four for infant-toddler programs) to carry out <b>play scripts</b> involving at least six different roles (four roles for infant toddler programs).	
161	Materials & Environment	<b>Props</b> are in poor condition.	Props are primarily concrete, with some abstract or child-made props available.	A wide variety of props are available, with 50% of the props being abstract props and/or made by the children.	
162	Materials & Environment	One dramatic play <b>interest area</b> is available .	One dramatic play interest area is accessible.  Dramatic play area can support multiple roles and play scripts (i.e. house, with kitchen, living room and bedroom).	Multiple dramatic play interest areas to support diverse play roles and play scripts are accessible.  Dramatic play areas are easily adapted during play to respond to emergent ideas.	
163	Materials & Environment	No <b>moderators</b> accessible for play.	One mode of moderator is accessible.	Moderators for multiple roles are accessible.  Additional moderators are available to support emergent ideas.	

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164	Materials & Environment	<p>There are no learning materials accessible for art learning experiences.</p> <p>Learning materials insufficient to allow for small group work.</p>	<p>Sufficient art learning materials are accessible and allow for small group work, in at least three <b>mediums:</b>                      painting                      drawing                      modelling                      collage                      three-dimensional design                      textiles                      printmaking                      photography                      digital media</p> <p>At least 3 different skin tones are available in at least two art learning materials</p>	<p>At least one art interest area is available.</p> <p>Sufficient art learning materials are accessible and allow for small group work, in at least five mediums:                      painting                      drawing                      modelling                      collage                      three-dimensional design                      textiles                      printmaking                      photography                      digital media</p> <p>At least 4 different skin tones are available in at least three art learning materials</p>	
165	Materials & Environment	<p>Art learning materials are not cared for appropriately.</p> <p>At least 25% of art learning materials are in poor repair.</p>	<p>Art learning materials are in good condition and offer a wide range of choice (large range of colours, brush sizes, etc).</p> <p>Evidence of Educator-instruction in appropriate care for art learning materials.</p>	<p>Educators scaffold appropriate care for art learning materials.</p>	

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166	Materials & Environment	<p>There are no learning materials accessible for STEM learning experiences</p> <p>STEM learning materials insufficient to allow for small group work.</p>	<p>Sufficient STEM learning materials are accessible and allow for small group work, in at least three of:</p> <p>Science: -physics -chemistry -biology -earth sciences</p> <p>Technology</p> <p>Engineering -design -construction -mechanics</p> <p>Mathematics</p>	<p>Ample STEM learning materials are accessible to promote explorations of more than three of:</p> <p>Science: -physics -chemistry -biology -earth sciences</p> <p>Technology</p> <p>Engineering -design -construction -mechanics</p> <p>Mathematics</p> <p>At least one STEM interest area is available, promoting in-depth explorations in one of the above STEM categories.</p>	
167	Materials & Environment	<p>STEM learning materials are not cared for appropriately.</p> <p>At least 25% of STEM learning materials are in poor repair.</p>	<p>STEM learning materials are in good condition and each <b>set</b> is complete.</p> <p>Evidence of Educator-instruction in appropriate care for STEM learning materials.</p>	<p>STEM learning materials offer a wide range of choice, including recycled materials, child-made materials, homemade materials, purchased materials and materials with sensory variety.</p>	



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168	Materials & Environment	Very few cognitive and fine motor manipulatives are accessible to children or are not age-appropriate.	<p>Three or more different types of cognitive and fine-motor manipulative learning materials are accessible.</p> <p>Cognitive and manipulative learning materials are developmentally-appropriate.</p>	<p>At least two program space areas feature cognitive and/or fine motor manipulative learning materials.</p> <p>Manipulatives are carefully selected and rotated to allow for Educator scaffolding.</p>	
169	Materials & Environment	Construction learning materials are not accessible.	<p>Varied construction learning materials are accessible in at least one program space area.</p> <p>Construction learning materials include natural, recycled and <b>traditional building items</b>.</p>	<p>Construction learning materials are selected with attention to observed interests and scaffolding opportunities.</p> <p>Construction learning materials are combined with literacy and book props, to support developing play scripts.</p> <p>Construction learning materials are offered in diverse textures, colours, sizes and learning materials.</p>	
170	Materials & Environment	Instruments are not available for child or Educator use.	<p>A variety of musical instruments are accessible to children.</p> <p>Educators use musical instruments throughout the day.</p>	Playlists and equipment to play a variety of music is available in the program space.	

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Element 3.1.4 The learning environment promotes early literacy.<sup>33</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
171	Materials and Environment	No variety of writing learning materials accessible to the children.  Writing learning materials are in poor condition.	<b>Variety of writing learning materials</b> are accessible to the children	Rich variety of writing learning materials are accessible to the children, in at least two program space areas.	
172	Materials and Environment	No variety of language learning materials accessible to the children.	<b>Variety of language learning materials</b> are accessible to the children	<b>Rich variety of learning materials</b> to support language development are available (excluding books).	
173	Materials and Environment	Toys and shelves are not labelled.	Some of the toys and/or shelves are labelled with words or pictures.	Most of the toys and shelves are labelled with a combination of words and pictures.  Labels reflect multiple languages, including local indigenous languages.	
174	Materials and Environment	No books reflecting child learning accessible.	Some books reflecting child learning are accessible.  Some photo books including family photos are accessible.	Five or more books reflecting child learning and in which include children currently attending the program are accessible.  Photo books including family photos for all children currently attending the program are accessible.	

<sup>33</sup> Community Care and Assisted Living Act, Child Care Licensing Regulation (2018), Schedule G (3)

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175	Materials and Environment	No books available beyond what is placed in a library / reading space.	Additional books are available, beyond what is placed in a library / reading space, for Educators to access and reference as needed.	Evidence that the service accesses a library to supplement books accessible to children.	
176	Materials and Environment	Minimal or no child accessible books.  Books do not reflect diversity.  Books are not inclusive or bias-free.  No books reflecting indigenous perspectives	Accessible books include: -variety of books supporting interests on the current program plan  -variety of books reflecting diversity in multiple diversity categories and books are not tokenistic  -variety of books reflecting indigenous perspectives  -variety of books that include fiction and non-fiction	Books are incorporated into three or more program space areas, not including a “reading” or “library” area.  Accessible books include: -rich variety of books supporting interests on the current program plan  -rich variety of books reflecting diversity in multiple diversity categories  -rich variety of books reflecting indigenous perspectives  -rich variety of books that include fiction and non-fiction  -books in enough quantity for all children who may use the space at the same time (min. 3 books per child)	
177	Materials and Environment	Books are in poor condition.	Books are in good condition.	Clear routine for book care / repair for children and Educators is established.	
178	Materials and Environment	Inviting and comfortable reading area is not available.	Inviting and comfortable reading area is available in the program space.	Inviting and comfortable reading area, including soft furnishings, and space for independent reading, peer to peer reading and adult-child reading, is	

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				accessible to children in the program space.	
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Standard 3.2 The learning environment creates possibilities for learning and wellbeing <sup>34</sup>

Element 3.2.1 Outdoor and indoor spaces are organized and adapted to support participation and engagement for every child.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
179	Materials and Environment	Outdoor space is <b>hazardous</b> or provides no opportunities for age-appropriate risky play.	Outdoor space provides some opportunities for age-appropriate risky play.	Outdoor space provides multiple opportunities for age-appropriate <b>risky play</b> , within both a built and natural environment. <sup>35</sup>	

<sup>34</sup> BC ELF (2018)

<sup>35</sup> Talking about practice: Adventurous play. <https://www.echr.edu.au/docs/default-source/resources/nqs-plp-e-newsletters/nqs-plp-e-newsletter-no-58-2013-talking-about-practice---adventurous-play---developing-a-culture-of-risky-play.pdf?sfvrsn=4>

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180	Materials and Environment	Children are not provided with weather appropriate clothing.	Most children are provided with weather appropriate clothing so that the outdoor space can be used for 60 minutes a day in all weather, with the exception of during weather advisories.	<p>Children are provided with weather appropriate clothing so that outdoor space can be used for 120 minutes a day in all weather, with the exception of during weather advisories.</p> <p>Policies and procedures are in place to address a lack of weather-appropriate clothing.</p> <p>Information is available to parents detailing what weather appropriate clothing includes for the service (by season), and suggestions of places to obtain the clothing.</p>	
181	Materials and Environment	Outdoor spaces are not accessible to all children.	Outdoor spaces are accessible to all children, or adaptations are made to ensure accessibility.	Any adaptations for ensuring accessibility of the outdoor space for all children that are required of programming rather than environment, or for specific children, are detailed in a care plan and all educators are aware of required adaptations.	
182	Administration	No guidelines for managing risky play or no risky play.	Guidelines for risky play are in place, but are not referred to.	Well-established guidelines for managing risky play are in place and referred to within the program space.	
183	Materials and Environment	Indoor program spaces are not accessible to all children	Indoor program spaces are accessible to all children or adaptations are made to ensure accessibility. This includes toileting, feeding, dressing and play program spaces.	Any adaptations for ensuring accessibility of the indoor space for all children (that require of programming rather than environment or for specific children) are detailed in a care plan	

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				and all educators are aware of required adaptations.	
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Element 3.2.2 The service demonstrates stewardship for the environment and supports children to become environmentally responsible.<sup>36</sup>

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
184	Community Culture	No sustainable <b>Reduce, Refuse, Repair, Recycling, Re-use</b> program is used.	Reduce, Refuse, Repair, Recycling, Re-use program is in place as per municipal standards.  Evidence of programming to support inquiries into sustainable waste management and resource management practices that contribute to a sustainable future.	Programming collaborates with children and families on this inquiry. <sup>37</sup>	
185	Community Culture	No evidence of minimizing children's harmful exposure to chemicals.	Evidence of programming to support inquiries into environmental chemicals, chemical exposure, and pollution.	Programming collaborates with children and families on this inquiry.	

<sup>36</sup> Community Care and Assisted Living Act, Child Care Licensing Regulation (2018), Schedule G (2e)

<sup>37</sup> Early Childhood Australia. Talking About Practice: [https://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/11/NQS\\_PLP\\_E-Newsletter\\_No67.pdf](https://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/11/NQS_PLP_E-Newsletter_No67.pdf)

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186	Community Culture	No evidence of reducing energy use.	<b>Evidence of</b> programming to support inquiries into energy use and sustainable practices.	Programming collaborates with children and families on this inquiry.	
187	Community Culture	No evidence of water conservation within program.	Evidence of programming to support inquiries into water conservation.	Programming collaborates with children and families on this inquiry.	
188	Community Culture	No evidence of environmental activism.	Evidence of programming to support inquiries into environmental activism.	Programming collaborates with children and families on this inquiry.	



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Element 3.2.3 The program space uses displays, focal points and learning materials to enhance relationships.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
189	Materials & Environment	No examples of diversity are reflected in program learning materials.  Learning materials present only stereotypes of race, culture, age, ability, gender roles, religion or sexual orientation.	At least three examples of diversity positively reflected within program learning materials and within at least two program space areas.	At least five examples of diversity positively reflected within program learning materials and within at least three program space areas.	
190	Materials and Environment	Program space displays demonstrate no diversity, are tokenistic, or reflect stereotypes within diversity categories.	At least one Program space display reflects people from at least one diversity category.	Multiple program space displays reflect people from all diversity categories so that children have the opportunity to both see themselves reflected within the space and to have the opportunity to experience diversity displayed as a societal norm. This may include the child care service families but additionally includes a wider community beyond the service.	
191	Materials & Environment	No sign-in area.	Sign-in space is welcoming to families.	Sign-in allows both children and parents to participate in signing in on arrival.	
192	Materials & Environment	No parent space to share information or welcome parents.	Parent space displays licensing-required documentation only.	Parent space displays Educator bios, photos, centre philosophy, upcoming important dates & program plans and offers parent resources.	

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				<p>Parent space is a distinct physical area within the program space.</p> <p>Parent-information is available in the facility and online.</p> <p>Parent space includes daily reflections, sharing simple information about daily program experiences to facilitate parental involvement in the curriculum.</p> <p>Parents space includes service Quality Improvement Plan.</p>	
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Element 3.2.4 Educators arrange the indoor space in a way that meets the diverse developmental needs of the children.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
193	Materials & Environment	Program spaces are crowded so that collaborative play can not develop.	Program space is arranged so pathways do not interrupt play.	Quiet and noisy play areas are all separated from one another, both by furniture and physical space.  Adequate space is provided for interest areas so that collaborative play is encouraged. <sup>38</sup>	
194	Materials & Environment	Few play learning materials organized for independent use.	At least three <b>interest areas</b> are available to children throughout the course of the day.	At least five interest areas are available to children throughout the course of the day.	
195	Materials & Environment	Difficult for Educators to ensure health and safety levels through supervision.	Educators can adequately visually supervise the children most of the time.	Spaces to accommodate at least three <b>play types</b> are accessible, with appropriate supervision for health and safety levels.	
196	Materials & Environment	Environment is over- or under- stimulating.	Educators have made efforts to adjust visual or auditory stimulation in the environment.	Educators have attended to the stimulation levels in the program space, with visible efforts to adjust	

<sup>38</sup> Kantowitz, E. J. & Evans, G. (2004). The relation between the ratio of children activity area and off-task behavior and type of play in day care centers. *Environment & Behavior*, 36(4), 541-557.

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				visual and auditory stimulation. <sup>39</sup> <sup>40</sup> Space where there is quiet / low visual-auditory stimulation is available within the program space.	
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<sup>39</sup> Tarr, P. (2004). Consider the walls. *Young Children*, 59 (3), 88-92.

<sup>40</sup> Dyck, J. A. (2002). The built environment's effect on learning: Applying current research. *Montessori Life*, 14(1), 53-56.

**Quality Area 4: Staffing**

Standard 4.1 Educator arrangements nurture “responsive, reciprocal, respectful relationships”<sup>41</sup>

Element 4.1.1 The organization of Educators across the service nurtures responsive and attached relationships.

		<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
197	Administration	Educator:child ratios are not observed.	Educator:child ratios are observed rigidly.  Educators receive meal breaks for all shifts longer than 6 hours. They may not be able to leave the center in order to maintain ratio.	There is an understanding of ratios and how they relate to contiguous space, respecting the need for one:one and small group opportunities throughout the day.  Evidence of small groups and one:one work.  Educator:child ratios as per the child care licensing regulations are met or exceeded at all times.  While Educators are on meal breaks, Educator:child ratios and Educator qualifications continue to be met.  Educators receive meal breaks for all shifts longer than 6 hours in which they are not required to be with children or remain on-site.	

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<sup>41</sup> BC ELF (2018)

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198	Program and Planning	<p>The composition of the Educator team changes by more than 50% during the day.</p> <p>Children or Educators are routinely moved from room - to - room to meet ratio.</p>	<p>The composition of the Educator team does not change by more than 50% during the day.</p> <p>Children or Educators are occasionally moved from room - to - room in order to meet ratio.</p>	<p>At least 1/3 of the day is spent in small groups (for preschoolers this is 8 or fewer; for infant-toddlers this is 4 or fewer).</p> <p>Children or Educators do not need to be moved from program space to program space (i.e. merging licensed programs) at the start / end of day.</p>	
199	Professional Competence	No regular observations or assessments occur.	One or two Educators perform observations or assessments of the children, environment and colleagues each year.	All Educators spend regular, scheduled time observing and/or assessing children, environment and colleagues.	
200	Professional Competence	No attempt to maintain continuity of relationships between Educator and children, and between children within a peer group.	Some attempts are made to maintain continuity of relationships between Educators and children and between children within a peer group.	<p>Every attempt is made to maintain continuity of relationships between Educators and children and between children within a peer group.</p> <p>Evidence of continuity of relationships is available.</p>	

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201	Program and Planning	No procedures to address transition planning.	Some procedures to address transition planning.	<p>Procedures address transition planning for Educators and families to facilitate children's transition from:</p> <p>Parents to Educator / Educator to Parents                      one Educator to another                      one child grouping to another                      gradual entry to the service                      graduation / unregistering from the service.</p>	
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Standard 4.2 Management and Educators engage in professional, collaborative learning.

Element 4.2.1 Management and Educator challenge and learn from each other, recognizing each other’s strengths and skills.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
202	Administration	There are no defined roles and responsibilities within the staffing team.	Some roles and responsibilities are defined.	Roles for all staff in the service are clearly defined and accessible.	
203	Professional Competence	Staff do not complete or carry out their roles / responsibilities.	Staff complete some of their staff roles and responsibilities.	Staff complete all of their roles / responsibilities.  Duty completion is assessed daily by supervisor or nominated educator.  When staff are unable to complete their roles/responsibilities, they designate a replacement.  Support plan is in place for staff unable to regularly complete their roles/responsibilities.	
204	Professional Competence	Staff strengths and weaknesses are not identified.  Staff do not have any short or long term goals.	Staff strengths and weaknesses are identified and documented.  Staff have one or more identified short or long term professional development goal.	Staff can identify strengths and weaknesses in themselves and others.  Educators help in mentoring other Educators.	



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				<p>Staff have documented long and short term professional development goals.</p> <p>Staff are mentored and supports are in place to achieve these goals.</p>	
205	Administration	No procedures or policies in place to support staff in mitigating staff conflicts.	Procedures or policies in place to support staff in mitigating staff conflicts and are generally followed.	Procedures or policies in place to support staff in mitigating staff conflicts and are consistently followed and improved as needed.	

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Element 4.2.2 Professional standards guide practice, interactions and relationships.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
206	Administration	No code of ethics in practice.	Code of Ethics is available or referenced in a job description.	ECE Code of Ethics are available and in practice.	
207	Administration	No professional competencies in practice.	Professional competencies are available or referenced in a job description.	BC ECE Professional Competencies are available and guide professional expectations.	
208	Administration	No protocol for professional feedback is in practice.	Protocol for professional feedback is available but no evidence of practice.	Evidence that professional feedback is provided to Educators.	
209	Administration	No communication with the BC ECE Registry.	All Educators have had their licenses validated by the BC ECE Registry prior to beginning employment.	Any breach of professional standards by a licensed ECE is reported to the BC ECE registry and/or licensing office, as appropriate.	
210	Administration	No procedures for <b>professional relationships</b> to support Educators in place.	Some procedures for supportive professional relationships are in place.  Limited mentorship is available and accessed.	Procedures for professional relationships to support one another are in place, such as evidence that program resources are used collaboratively and communication about use is evident; service-wide responsibilities are shared equitably; opportunities for professional learning, growth and risk taking are available.  Mentorship is available and schedule for meetings	

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				specifically for mentorship is available.	
211	Materials & Environment	No Educator space/space for confidential meetings available.	<p>Program space (away from the children) and limited resources are available for Educators to complete prep / admin work.</p> <p>Space for Educators to hold confidential meetings is available.</p>	Lunch break space (away from the children) is available for staff.	

**Quality Area 5: Collaborative partnerships with families and communities**

Standard 5.1. Respectful relationships with families are evident and prioritized

Element 5.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
212	Parent Community	No PAC or volunteer opportunities provided to parents.	Limited opportunities for parents to be involved in the service.	Varied opportunities for parents to be involved in the service, including parent advisory opportunities and in-class, special events, and at-home volunteer opportunities.	
213	Administration	No Parent orientation provided	Parent orientation provided prior to or during gradual entry process.	New parents are provided with a “parent buddy” to help build relationships and navigate the first months of attendance.	

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214	Administration	Parents do not have opportunities to contribute to service involvement.	<p>No procedures in place for parents to contribute to service decisions.</p> <p>No procedures in place to support expectations for parent volunteers.</p>	<p>Clear directions and expectations for parent involvement, outlining roles and expectations, are available for volunteer opportunities.</p> <p>Clear procedures in place for parents to contribute to service decisions.</p> <p>Procedures and expectations for parent volunteering are accessible to parents.</p> <p>Procedures for parent contributions to service decisions are accessible to parents.</p>	
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Element 5.1.2 Current information is available to families about relevant community resources to support parenting and family wellbeing.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
215	Parent Community	Program does not connect families to other support services	Staff act as facilitators for families in locating, contacting, and accessing specific supports for their children.	Program assists families in dealing with barriers to access community resources and services.	
216	Parent Community	Program does not offer resources to support parenting and family wellbeing.	Program offers some resources to support parenting and family well-being.	Program offers resources to support parenting and family well being, such as education nights, referral services, and support with parenting issues as they relate to the early childhood program, through care and education plans.	

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Element 5.1.3 Opportunities are provided for families to develop relationships with each other

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
217	Parent Community	No opportunities are provided for families to develop relationships with each other.	Families are provided with contact information for other families, inline with program and provincial privacy laws.	Frequent opportunities for families to connect with one another are facilitated by the school.  PAC, or similar, organizes parent or family meet ups / socialization / education events.	

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Element 5.1.4 Opportunities are provided for families to share and exchange information with the child care service.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
218	Parent Community	<p>No evidence of parent/guardian involvement.</p> <p>No evidence of parent/guardian communications.</p>	Arrivals and departures are used to share daily information.	<p>Parent/guardian communication strategies are evident in the following ways:</p> <ul style="list-style-type: none"> <li>- Written/verbal feedback is solicited from parents</li> <li>- Written communication is provided to parents</li> <li>- Information about a child’s development and/or program is shared verbally through informal talks and/or parent interviews</li> <li>- Comprehensive parent handbook</li> <li>- Online communication platform is available to parents and used by educators</li> </ul> <p>Parents/guardians offered opportunities to participate in meetings, workshops and events which reflect their culture and/or interests.</p> <p>Parents are invited to spend time in the program.</p>	



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Standard 5.2 Service acts as a place of dialogue in which families “discuss, share, and debate the values they hold about knowledge, education

Element 5.2.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
219	Parent Community	<p>Families are not consulted about proposed policy / practice / program changes that may affect them.</p> <p>Families are not given <b>timely notice</b> about proposed policy / practice / program changes that may affect them.</p>	<p>Families are given timely information about / notice of proposed policy / practice / program changes that may affect them.</p>	<p>Families are consulted about proposed policy/practice and program changes that may affect them.</p>	
220	Parent Community	<p>Families do not participate / are not consulted in dialogue around learning and well-being.</p>	<p>Program shares information with families about program decisions around learning and well-being.</p> <p>Families are able to bring concerns forward about child learning and well-being.</p>	<p>The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.</p> <p>Educators consult with parents around pedagogical decisions, as appropriate.</p> <p>A clear process is in place and actively promoted to families to bring concerns forward about child learning and well-being.</p>	

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Element 5.2.2 Program has implemented a social media policy for social media and use of child images.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
221	Administration	No policy for social media and use of child images.	Policy for service use of social media is in place, in regards to the use of child images.	Policy for family-shared social media is in place and shared with parents during family events (i.e. publicly sharing family photos / videos taken during school events by other parents).	
222	Administration	Child images are used on social media or other publications without permission from parents.	Parents sign permission forms to determine participation of child images within program sponsored social media or other publications.	Parents sign permission forms to determine participation of child images within program sponsored social media or other publications and for non-program sponsored social media or other publications.	
223	Administration	No policy for employee social media use.	Policy regarding social media use for employees in place.	Policy regarding social media use for employees is shared with parents.	

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Element 5.2.3 Staff and volunteers involved in the program reflect the diversity of the community

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
224	Administration	No efforts are made to hire and maintain a culturally / racially diverse staff team.	Efforts are made to hire and maintain gender-diverse, culturally diverse and racially diverse staff.	Policies are in place for accessing staff or volunteers who speak the language of the children served.	

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Element 5.2.4 Community complaints and concerns are responded to in a timely and respectful manner

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
225	Administration	<p>No procedure for responding to community complaints in place.</p> <p>Community complaints are not responded to, and responses are confrontational or aggravate the situation.</p>	<p>Community complaints and concerns are typically responded to in a timely manner.</p>	<p>Procedure for responding to community complaints is in place.</p> <p>Evidence that procedure for community complaints is followed and is timely.</p> <p>Established procedures to bring complaints and concerns to the stakeholder community, when appropriate.</p> <p>Proactive steps to collaborate with community and to be proactive in anticipating potential conflicts between the program operations and the community.</p>	

**Quality Area 6: Administration, Leadership and Mentorship**

Standard 6.1 Service Infrastructure supports effective leadership and professional collaborative learning

Element 6.1.1 Sound administrative policies and procedures are in place to support quality services.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
226	Administration	No statement of philosophy	A statement of philosophy is developed and guides some aspects of the service's operations.	A statement of philosophy is developed, regularly referenced, and guides all aspects of the service's operations.  Statement of philosophy is shared with families.	
227	Administration	No evidence of policies linking to best practice.	Embed best practices of child development into some policies and procedures.	Policies and Procedures are directly linked to best practice and further resources to support best practice are available and easily accessed.	
228	Administration	No stakeholders involved in evaluation processes or policy / procedure development.	Educators are involved in the review of policies, procedures, and processes.	Educators, administrative staff, families, and other stakeholders are involved in the program evaluation process and incorporate the ideas brought forward into the program's decisions around policies and procedures.	

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229	Administration	No enrollment procedure is documented.	<p>Enrollment procedure is documented.</p> <p>Waitlists are well maintained.</p>	<p>Parents are kept informed of enrollment and waitlist status.</p> <p>Orientation is done upon enrollment including:</p> <ul style="list-style-type: none"> <li>● program information</li> <li>● policies / procedures</li> <li>● documentation of child's routines</li> </ul> <p>Orientation includes program tour and child meeting.</p>	
230	Administration	No withdrawal policy in place.	<p>Withdrawal policy and procedure in place.</p> <p>Documentation required and retained for notice of withdrawal.</p> <p>Opportunities are provided for meetings prior to withdrawal.</p>	<p>Withdrawal policy and procedure clearly communicated with parent and documentation retained.</p> <p>Clear procedures in place for concerns and parent appeals, including encouraged meetings to resolve conflict.</p> <p>Clear procedures and policies in place for revoked registrations, including a parent code of conduct.</p> <p>Assessment and referral process in place to ensure program is best meeting a child's needs.</p> <p>Withdrawals are frequently reviewed to assess any</p>	

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				required changes to the program.	
231	Administration	No records storage and confidentiality policy in place.	<p>Records storage and confidentiality policy is in place.</p> <p>Records are securely destroyed.</p> <p>Archived records are organized and easily accessed.</p> <p>Schedule for archiving and destroying of records is maintained.</p>	<p>Electronic devices are password protected.</p> <p>Personal electronic devices are not used to store child information.</p> <p>Personal emails are not used to conduct service business.</p>	

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Element 6.1.2 Sound financial and human resource policies and procedures are in place to support quality services.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
232	Administration	No financial policy and procedures are in place.	<p>Financial policy and procedures are in place and include:</p> <ul style="list-style-type: none"> <li>NSF policy</li> <li>Tax receipt policy / procedure</li> <li>Petty Cash procedure</li> <li>Fee payment policy and schedule</li> <li>Fee increase policy</li> <li>Payroll practices</li> <li>Accounts payable procedures</li> <li>Inventory and Assets procedures</li> </ul>	<p>All fee discrepancies are reviewed and addressed monthly.</p> <p>Bank statements are reconciled with records monthly.</p> <p>Parents are provided with up-to-date account information.</p> <p>Petty cash reimbursements are signed by a manager prior to approval and completed monthly.</p> <p>Payments are by direct debit/direct deposit or preauthorized credit in place of cash whenever possible.</p> <p>Payments are safely secured until deposited and deposited at least bi-monthly.</p> <p>Supporting documents for all direct debits and</p>	



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				<p>preauthorized payments are kept on file.</p> <p>All funding contracts are signed and accessible.</p> <p>Invoices are paid within 7 days of receipt.</p> <p>Inventory and Assets records are updated annually, including amortization and/or depreciation.</p> <p>Annual tax receipts are provided to parents by February 28th each calendar year.</p> <p>Financial duties and responsibilities are divided between at least two individuals, with cross-training between duties.</p>	
233	Administration	No monthly or annual budget.	<p>Monthly and Annual budget is available.</p> <p>Cash flow statements are prepared monthly.</p>	<p>Cash flow statements are prepared and reviewed monthly.</p> <p>More than one person reviews financial reconciliations and budgets.</p>	

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				Budget and cash flow data is analyzed to assess and amend expenditure priorities and determine fee changes.	
234	Administration	No cheque signing policy.	<p>Cheque signing policy in place.</p> <p>Cheques are not made out to cash.</p> <p>Cheques are only signed once all information has been completed (payee and amount).</p>	<p>Cheques are prepared independent of the signing authority and are then reviewed alongside supporting documentation by signing authority prior to signature.</p> <p>Cheques above a predetermined threshold are signed by two signing officers (only applicable to not-for-profit).</p>	
235	Administration	T4's are not distributed to employees by February 28th.	<p>T4's are distributed by February 28th.</p> <p>Payroll remittances are submitted to the appropriate government agencies as required.</p>	<p>T4's are provided in advance of February 28th and cross-referenced with payroll records.</p> <p>Payroll remittances are submitted and employees receive a detailed statement that includes all payments and deductions.</p>	

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236	Administration	No purchasing policy is in place.	<p>Significant purchase threshold is determined and/or spending limits and approvals are well defined.</p> <p>More than one quote is obtained for significant purchases.</p> <p>Purchases are charged to a budget line item.</p> <p>No purchases are made, nor services contracted that would provide a direct or indirect financial benefit to members of the Board / Owner and/or staff.</p>	<p>Receipts are submitted for any purchase, including those requiring reimbursement and/or petty cash use.</p> <p>Budget line items sufficiently reflect the variety of purchasing needs.</p> <p>Purchases above the significant purchase threshold are approved by the Board of Directors / Owner / designate (not applicable to a sole proprietorship).</p>	
237	Administration	No employment contracts in place.	Employment contracts are in place for all employees.	<p>Employee contracts include hours of work, wages, benefits, vacation and leave entitlement, grievance procedures (and/or references staff handbook that details employee policies and procedures).</p> <p>Wage scale and/or policy is in place and shared openly with all staff.</p> <p>Employment practices are consistent, fair and equitable.</p>	

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				<p>Employee contracts are dated and signed by employer and employee.</p> <p>Any wage enhancements have defined terms of payment and eligibility.</p>	
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Element 6.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
238	Administration	No clarity on decision making responsibilities across the service.	Decision making responsibilities are delegated to specific roles within the service.	<p>Decision making responsibilities are delegated to specific roles within the service.</p> <p>Job descriptions and professional competencies are provided to employees as a part of the employment contract.</p> <p>Decision-making responsibilities and individuals filling those roles are outlined.</p> <p>Parents have information in terms of decision-making responsibilities across the service.</p>	

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Element 6.1.4 Use a Quality Improvement Plan (QIP) and action plans as part of the review and goal-setting processes.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
239	Administration	No QIP in place or Goals and Action plans are not measurable.	Goals and action plans in QIP are measurable.  Goals and action plans reflect the resources available and circumstances affecting the service.  Program review / evaluation has occurred in previous 18 months.	Service has an ongoing monitoring system to ensure that all program goals and requirements are met.  Goals and Action Plans in QIP are measurable, delegated to individuals, and provided with a timeline to complete.  Data system is used to collect evidence that goals and objectives are met. Evidence is incorporated in the annual evaluation.  Evidence that the QIP has been implemented.	

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Element 6.1.5 Ensure awareness and compliance of all legal requirements and responsibilities are maintained for program operation.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
240	Administration	Licensing reports have three or more items not in compliance.	Licensing reports are primarily in compliance and any items not in compliance are addressed within 24 hours of receiving the report.	Licensing inspection reports are in-compliance.  Inspection reports are posted in the facility and/or linked to on parent electronic communication platforms.	
241	Administration	Educator exemptions are in place to have under qualified individuals fill the place of qualified ECE or ITE.	Educator licenses are in-line with licensing requirements at all times.  Exemptions and certificates are posted in the facility.	All Educators in the facility have their ECE or ITE, excluding mentorship employees who do not work as a part of ratio for 60% or more of thier shifts.	
242	Administration	No evidence of compliance with Worksafe BC standards.	Policies and procedures align with Worksafe BC standards.	Policies and procedures link to relevant Worksafe BC standards.	
243	Administration	Non-compliance with employment standards.	Policies and procedures align with employment standards.  BC employment standards act is accessible for employees and administration.	Policies and procedures link to employment standards.  Evidence of policies and procedures which exceed the requirements of employment standards.	

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Standard 6.2 Service Infrastructure and Leadership supports professional and collaborative learning

Element 6.2.1 Provide training and supports to Educators working in inclusive environments and with children with special rights.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
244	Administration	Staff are not able to take breaks / get relief mid-day.	Staff are provided space and time away from children during the day as a part of their work duties.	Staff may request temporary relief when they are unable to perform their duties.	
245	Administration	No mentorship or support is provided regarding inclusion practice.	<b>Nominated educator</b> is directly responsible for monitoring / supporting inclusion in the program .	Inclusion mentorship is available for all educators within the program.  Nominated educator is directly responsible for monitoring / supporting inclusion in the program.	

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246	Administration	No care and education plans available.	<p>Individualized care and education plans available for children with special rights.</p> <p>Plans are shared with families and support agencies as required.</p> <p>Plans are available for Educators to review and reference.</p>	<p>Individualized care and education plans available for all children within the service.</p> <p>Review timeline is established for all individualized care and education plans.</p> <p>Plans are shared with families and support agencies, as required.</p> <p>Plans are developed together with families; families have the opportunity to reflect their own goals and experiences on the care and education plans.</p> <p>Plans are available for Educators to review and reference.</p>	
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Element 6.2.2 New Educators are provided with orientation.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
247	Administration	No evaluation and/or probation period of employment.	New staff members serve an introductory period of employment during which the administrator or other qualified person makes a professional judgment as to their physical and psychological competence for working with children.	Review process for successfully completing probation or evaluation period with new staff is established and documented.	
248	Administration	No <b>orientation</b> is provided.	Thorough orientation for Educators before they begin working with children is provided.	<p>Each Educator clearly understands the information presented to them during their orientation.</p> <p>Employee handbook, policies and procedures are provided to each staff and documentation of their receipt and review (employee signature) is obtained.</p> <p>New Educators are provided with a minimum of 2 work shifts at the start of their employment in which they are not part of ratio and able to shadow another Educator.</p>	

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				Additional training is provided to new staff during their first year of employment.	
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Standard 6.3 Ongoing mentorship is provided to Educators

Element 6.3.1 Regular exchange of information between Educators is evident, with organizational systems in place to support this exchange.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
249	Mentorship	Staff meetings are not regularly held.	Staff meetings conducted on a regular basis.	Staff meetings are held weekly (for individual programs) and monthly (for entire service).  Meeting minutes are documented and shared with Educators in a timely manner (7 days or less). <sup>42</sup>	
250	Mentorship	No meeting agenda available.	Meeting agenda is available.  Purpose and goals of the meeting are clear and known by participants in advance.  Key discussion topics are listed before the meeting starts.	Planned meeting agendas address the action or responsibilities determined at the previous meeting.  Educators are given necessary documentation/information for informed discussions in adequate time to prepare for the meeting.  Key discussion topics are listed before the meeting starts.  Topics are covered within the allotted time or put in a parking lot or issues board.	

<sup>42</sup> <https://www.echr.edu.au/docs/default-source/resources/ipsp/conducting-staff-meetings-agendas-and-outcomes.pdf?sfvrsn=6>

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251	Mentorship	<p>In meetings, it is not clear when a decision was made.</p> <p>Decisions are not recorded during the meeting and are not distributed to participants and other relevant people after the meeting.</p> <p>Decisions are made without appropriate discussion.</p>	<p>In meetings, it is clear when a decision is made.</p> <p>Decisions are recorded during the meeting and distributed to participants and other relevant people after the meeting.</p>	<p>In meetings, it is clear when a decision was made.</p> <p>Decisions are recorded during the meeting and distributed to participants and other relevant people after the meeting within 6 days or less.</p> <p>When appropriate, participants have the opportunity to discuss and challenge decisions.</p>	
252	Mentorship	<p>During meetings, communication is cautious/indirect or confrontational.</p> <p>Conflict is avoided, ignored or smoothed over.</p>	<p>During meetings, communication is open.</p>	<p>During meetings, communication is open &amp; direct; conflict is acknowledged by participants without confrontation &amp; used to work through issues.</p>	
253	Mentorship	<p>Educators do not have a mentor assigned</p>	<p>Educators are assigned a mentor, and are able to meet at least once a week.</p>	<p>Educators are assigned a mentor, and are able to meet at least once a week, to review and reflect on clearly defined goals for in-service learning and skill development.</p> <p>Educators are given opportunities to be mentors to other Educators, and are provided with monthly feedback on the effectiveness of their mentorship.</p>	

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254	Administration	During meetings, action items were not recorded during the meeting and were not assigned to a participant and distributed.	Action items are recorded during meetings.	Action items are recorded during the meeting and are assigned to a participant with a due date.  Action items are documented in the meeting minutes and follow-up is scheduled.	
255	Mentorship	No space for Educators to exchange information.	Space is available for Educators to regularly exchange information.	Dedicated space is available for Educators to regularly exchange information. Space may be shared-use if it available to be scheduled, is intentionally designed to support Educator work, and is furnished with adult-sized seating.	

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Element 6.3.2 Consult with Educators to develop individualized training plans and support the movement towards a higher level of education, especially for Educators who do not hold a SNE license.

	<b>Service Delivery</b>	<b>Does not meet expectations 0</b>	<b>Meets Expectations 1-2</b>	<b>Exceeds Expectations 3-4</b>	<b>Score</b>
256	Mentorship	No professional development available OR  Educators have to seek out and arrange their own professional development OR  Professional development hours are unpaid.	Professional development opportunities are available.  Hours worked to gain professional development are paid work hours.	Professional development opportunities are available; Credit-bearing course work or professional development that provides valid hours toward Educator license renewal is included in the professional development plan.  Professional development plan improves staff credentials and competencies .  Professional development plan is updated at least annually for each Educator.	
257	Mentorship	Educators are not annually evaluated.	All Educators are formally evaluated at least annually by an appropriate supervisor.	All Educators are formally evaluated at least annually by an appropriate supervisor with opportunity for reflection and goal setting.	
258	Mentorship	No informal evaluations occur.	Informal evaluations occur regularly.	Educators performance is informally evaluated regularly, and individual plans are in place to support learning and development.	



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259	Mentorship	Mentorship is not available for Educators.	Some mentorship is available for Educators.	Mentorship is intentional and frequent.  Mentors lead the development and implementation of the educational program, assessment, and planning cycle.	
260	Mentorship	No in-service training plans.	In service training plan indicates measurable goals.	Mentor Educators work together with Educators on supporting and assessing individualized in-service training plans.	