Infant/Toddler Environment Checklist

Infant Toddler Environment Rating Scale (ITERS) Item	Notes/ Changes to be made
Space and Furnishings	
☐ Adequate lighting, temperature control, and sound-absorbing materials	
☐ Good ventilation, some natural lighting through windows or skylight	
☐ Space is in good repair	
☐ Space is reasonably clean and well-maintained	
☐ Space for children is accessible to children and adults with disabilities	
☐ Ample indoor space for children, adults, and furnishings	
Furniture for routine care and play	
☐ High chairs rather than group feeding table for infants or young toddlers	
☐ Cots/mats are easy for adults to access	
☐ Diapers/diapering supplies near diapering table	
☐ Individual storage of children's possessions	
☐ Cubbies placed for easy use by parents, staff, and older toddlers	
☐ Child-sized table(s) and chairs used with toddlers	
☐ Furniture promotes self-help as children are ready (steps near sink, changing table, and low-open shelves accessible to children)	
☐ Convenient organized storage for extra toys	
☐ Comfortable adult seating for working with children	
Provision for relaxation and comfort	
☐ Special "cozy area" with soft furnishings is accessible for much of the day, and softness is accessible in several other areas	
☐ "Cozy area" protected from active play and is used for reading or other quiet play	
☐ Many soft toys accessible much of the day	
Room arrangement	
Routine care areas are conveniently arranged: ☐ cribs/cots placed for easy access ☐ diapering supplies within hand's reach of changing table	

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☐ warm running water available where needed ☐ feeding tables on easy-to-clean floor	
☐ Arrangement of room makes it possible for staff to see all children at a glance	
☐ Traffic patterns do not interfere with activities	
☐ Areas for quiet and active play are separated	
☐ Toys are stored for easy access by children	
Suitable space is provided for different kinds of experiences: ☐ large open space for active play ☐ small cozy space for books or quiet play	
☐ Materials with similar use are placed together to make interest areas (ex: book area, table toys, block area, dramatic play, etc.)	
Display for children	
☐ Many colorful, simple pictures, posters, and/or photographs displayed throughout the room	
☐ Pictures showing diversity (people of different races, cultures, ages, abilities, and gender in non-stereotyping roles)	
☐ Mobiles and/or other colorful hanging objects for children to look at	
☐ Many items displayed where children can easily see them, some within easy reach	
☐ Photographs of children in the group, their families, pets, or other familiar faces displayed on child's eye level	
☐ New materials added or display changed at least monthly	
☐ Art work done by toddlers displayed	
Book center	
A wide selection of books (at least 12 appropriate infant/toddler books) accessible daily for much of the day. Topics should include: ☐ people of varying races, ages and abilities ☐ animals	

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☐ familiar objects and familiar routines	
☐ Book areas are set up for toddlers to use independently	
☐ Books are added or changed to maintain interest	
Fine Motor	
Many appropriate fine motor materials available: Infants- ☐ grasping toys ☐ busy boxes ☐ textured toys ☐ cradle gyms ☐containers to fill and dump ☐ nested cups	
Toddlers- ☐ stacking rings ☐ big pegs with peg boards ☐ nesting toys ☐ shape sorting games ☐ simple puzzles ☐ pop beads ☐ large stringing beads ☐ interlocking blocks ☐ crayons	
☐ Materials well-organized (similar toys stored together; sets of toys in separate containers)	
☐ Materials of different levels of difficulty available	
Active Physical Play	
☐ Open space provided indoors for active physical play much of the day	
☐ Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily	
☐ Large active play area that is not crowded or cluttered	
☐ Ample materials and equipment for physical activity so children have access without long periods of waiting	
☐ Outdoor space has 2 or more types of surfaces permitting different types of play (grass, outdoor carpet, decking, etc)	
☐ Outdoor area has some protection from the elements (shade in summer, sun in winter)	

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Materials used daily stimulate a variety of gross motor skills: Infants- ☐ outdoor pad or blanket ☐ sturdy things to pull up on ☐ crib gym, ☐ ramps for crawling ☐ small push toys balls	
Toddlers- ☐ riding toys without pedals ☐ large push-pull wheel toys, ☐ balls ☐ cushions or rugs for tumbling, ☐ tunnels ☐ large cardboard boxes	
Art	
All art materials used with children are non-toxic, safe, and appropriate	
A variety of materials are introduced as children are ready: ☐ brush and finger paints ☐ water color markers ☐ jumbo crayons ☐ play dough ☐ collage materials of different textures	
Music and movement	
☐ Many (at least 10) pleasant sounding musical toys and/ or instruments accessible daily, for much of the day	
Blocks (for toddlers 12 months and older)	
☐ Blocks and accessories sorted by type	
☐ Space used for toddler's block play is out of traffic and has a steady surface	
☐ At least 3 set of different types of blocks (10 or more blocks per set) accessible daily for much of the day	
☐ Variety of accessories- transportation toys, people, animals	
Dramatic play	
Many and varied dramatic play materials accessible daily: Infants- ☐ dolls and soft animals ☐ pots and pans ☐ toy telephones	
Toddlers- ☐ dress-up clothes ☐ child-sized house furniture ☐ toy telephones ☐ post and pans, dishes, spoons; play foods ☐ dolls ☐ doll furnishings	

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☐ soft animals ☐ small play buildings with accessories	
Sand and water play (for toddlers 18 months and older)	
☐ Sand or water play provided regularly (daily or at least once a week)	
Variety of toys used for play: ☐ kitchen utensils ☐ shovel and bucket ☐ small cars and trucks ☐ floating toys ☐ plastic containers	
Nature/science	
☐ Some pictures, books, or toys that represent nature realistically; all are developmentally appropriate	
☐ Outdoor experiences with nature provided at least 2 times a week	
☐ Some daily experiences with living plants or animals indoors	
Promoting acceptance of diversity	
☐ Many books, pictures, and materials showing diversity (people of different races, cultures, ages, abilities, and gender in non-stereotyping roles	
☐ Dolls representing at least 3 different races accessible	
Safety practices (indoor)	
☐ Protective covers on electrical outlets; all electrical cords are kept out of reach of children	
☐ Heavy objects or furniture placed so that children cannot pull them down	
☐ Medicines, cleaning materials, pesticides, aerosols, and substances labeled "keep out of reach of children" are locked away	
☐ Bleach solution used **only** when children cannot inhale the spray	
☐ Walkers or bean bag chairs are not used for infants	
☐ Hot water temperature set to 120 degrees F or less in children's restrooms	
☐ Thumbtacks and/or staples are out of children's reach	
☐ Crib/playpen slats or more than 2 3/8 inches apart	
☐ Mats/rugs **do not** slide or present tripping hazards	
☐ Open stairwells are not accessible	
☐ There are **no** choking hazards (objects less than 1 ¼ inch diameter and 2 ½ inches long, or spheres less than 1 ¾ inches in diameter)	

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☐	Changing table has a 6-inch raised edge	
☐	Crib mattress fits snugly in crib (there is less than 1 inch of space between it and the crib side)	
☐	There are **no** toys hung across the crib of a child who can sit up or get to his/her hands and knees to hang him/herself	
☐	Babies are put to sleep on stomach or side instead of on their back	
☐	Cribs are easy to raise and lower the side and provide at least 20 inches from the top of the mattress to the top of the crib rail	
☐	There are **no** styrofoam objects, plastic bags, or latex balloons accessible to children	
☐	There is **no** (unsupervised) access to any container of water (toilets, 5-gallon buckets, wading pool, or fountain	
☐	All furnishings are able to withstand an infant pulling up on it without toppling, shaking, or collapsing	
Safety practices (outdoor)		
☐	Play area is contained by fence or other barrier that prevents children from leaving the designated safe area	
☐	Tools (hammers, nails, screwdrivers, etc…) are not accessible	
☐	All dangerous substances are locked away	
☐	There are no sharp or dangerous objects present	
☐	Walkways and stairs are safe for the age and development of children, or there are barriers preventing access by children	
☐	There are barriers preventing access to road or driveways	
☐	All play equipment is appropriate for the age of children using the play space (no more than 1 foot per year of age above fall surface)	
☐	Play equipment poses **no** threat of head entrapment, finger entrapment, injury from pinch-points, or projections	
☐	Fall zones under play equipment has sufficient cushioning	