FACILITY NAME:

ADDRESS:

**REVIEWER NAME:** 



# RHODE ISLAND EARLY LEARNING FACILITY NEEDS ASSESSMENT SITE VISIT TOOL



#### RHODE ISLAND EARLY LEARNING FACILITIES NEEDS ASSESSMENT

SITE VISIT TOOL

IMPAC

#### INTRODUCTION

MEASUREMENT

This tool is designed to assess early learning facilities (physical space) in Rhode Island, but pulls from an array of national as well as local standards. The tool is structured so that it can be readily modified to be used in other geographies. Contact us for more information.

- Rhode Island Department for Children, Youth and Families Group Child Care Program Regulations for Licensure
- Rhode Island Department of Education Comprehensive Early Childhood Education Programs Standards for Approval of Preschool and Kindergarten Programs
- BrightStars Framework

MEASUREMENT

- · Early Childhood Environmental Rating Scale (ECERS) and Infant Toddler Environmental Rating Scale (ITERS)
- · Americans with Disabilities Act (ADA) as it pertains to child care and educational spaces
- U.S. Consumer Product Safety Commission, Public Playground Safety Guidelines

Additional consideration was given to established best practice as it relates to both safety and quality in physical spaces for young children.

The tool was developed for use as part of the early learning facilities needs assessment conducted by the Rhode Island Child Care Facilities Fund (RICCFF) in the spring of 2014. However, it may also be used by programs to self-evaluate their spaces and to create corresponding action plans.

Each item in the tool is rated true, false or n/a. Note that true and false responses were used for consistent collection of data and do not necessarily correlate to a positive or negative feature. For example, Item #175 reads "Access to playground requires crossing potentially unsafe area (e.g., street, parking lot, etc.)." This will be answered "True" if accurate, but does not represent a positive attribute.

Items in the tool are coded with icons in the categories of measurement, impact, and fix. The key for these icons appears below.

IMPACT

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**INTERVIEW WITH ADMINISTRATOR** 



1. Number and ages of children served in this facility?

**INTRODUCTORY** 

- 2. Are you operating at full enrollment? If no, why?
- 3. Do you accept CCAP children? If so, what percentage of your enrollment is typically CCAP?
- 4. Have any facility issues been identified by DCYF licensing or RIDE? If so, describe.
- 5. Are there other facility issues that have arisen because of participation in BrightStars or some other quality or regulatory body (e.g., NAEYC, Head Start, etc.)?
- 6. How long have you been in this space?
- 7. Do you own the facility?
- 8. What are your annual occupancy costs? (Occupancy costs include mortgage or rent, maintenance, insurance, and utilities.)
- 9. Have you made building improvements since moving into this facility?



- 10. Have you ever had an energy audit?
- 11. Have you taken any measures to reduce occupancy costs?
- 12. Do you conduct any kind of routine facility inspections or self-assessment? If so, whose responsibility is this? Do you maintain that documentation as well as documentation of corrections that are made?
- 13. Do you conduct regular playground safety inspections? If so, whose responsibility is this? Do you maintain that documentation as well as documentation of corrections that are made?
- 14. What do you like most about your space?
- 15. What are your biggest challenges in this space?
- 16. If you have challenges with the space what, if any, steps have you taken so far to try to resolve those challenges?
- 17. What else do you think we should know?

SITE VISIT TOOL



#### INTERVIEW WITH ADMINISTRATOR

CONTINUED

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Additional notes:



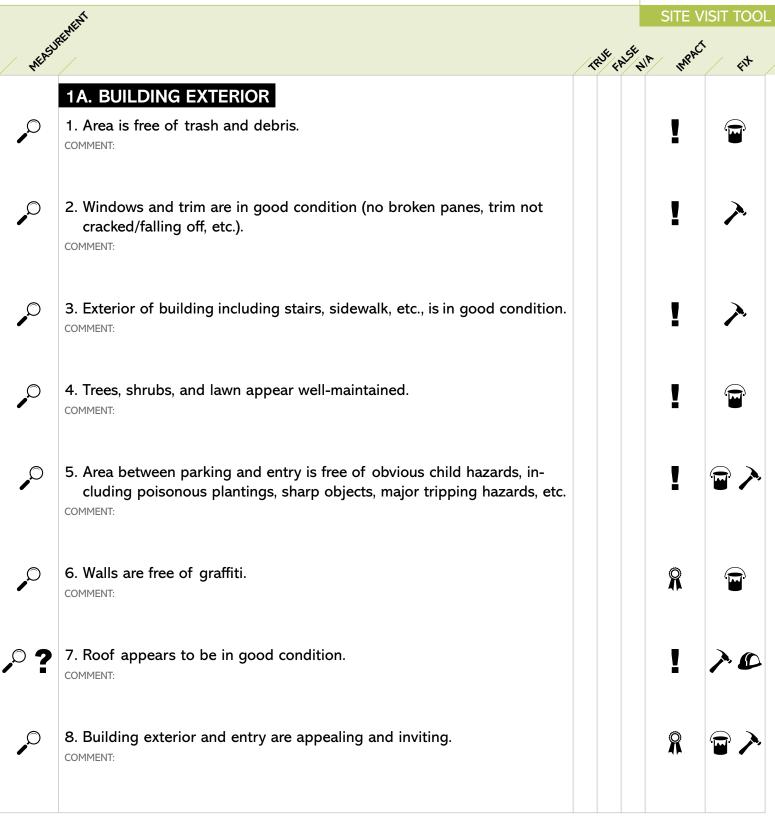


General notes and observations:



### SECTION **[]** BUILDING EXTERIOR AND ENTRY

CONTINUED





### SECTION **[]** BUILDING EXTERIOR AND ENTRY

CONTINUED

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MEASU	Enterst	TRUF	FALSE	<b>I</b> A	IMPACT	Fit	
	9. Note here any other comments or observations related to building exterior. COMMENT:						
	1B. PARKING						
<b>_</b> O	<b>10. Drop-off/pick-up parking is located near center entrance.</b>				8	V	
,₽?	11. Sufficient parking is available for staff and families.			1	8	V	
0	12. Drop-off/pick-up parking area is located where children don't have to cross in front of moving vehicles.				<u>!</u>	V	
	<b>13. Note here any other comments or observations related to parking.</b> COMMENT:						



#### SECTION **[]** BUILDING EXTERIOR AND ENTRY

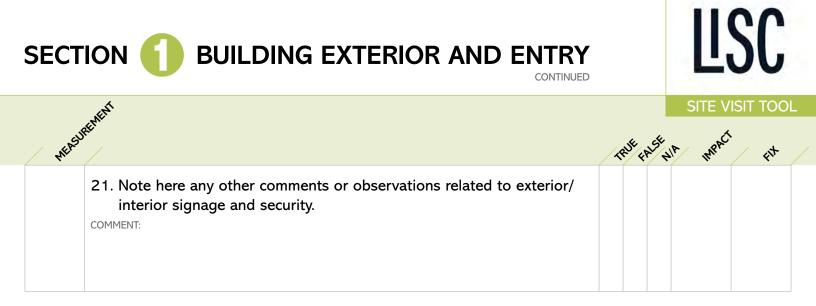
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SITE VISIT TOOL

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WEAST	₩ 	TRUE	ALSENIA	IMPAC	Fit	
,° ?	<b>1C. EXTERIOR LIGHTING</b> <b>14. Building and playground have working security lighting.</b> COMMENT:			ľ	À	
,⁰ ?	<b>15. Entrance and parking area have adequate working lighting.</b>			!	7	
	<ul><li>16. Note here any other comments or observations related to exterior lighting.</li><li>COMMENT:</li></ul>					
	1D. EXTERIOR/INTERIOR SIGNAGE AND SECURITY					_
P	17. Exterior signage clearly welcomes families and visitors and directs them to the entrance.			8	<b>》《</b>	
P	<b>18. Interior signage clearly directs visitors to a reception area.</b>			!	<b>≻</b> ¥	,
P	19. Staff have a clear view of anyone entering the center.			A	V	
P	20. Spaces occupied by children have controlled access (i.e., locked door, key pad, etc.). COMMENT:			A	7	











General notes and observations:



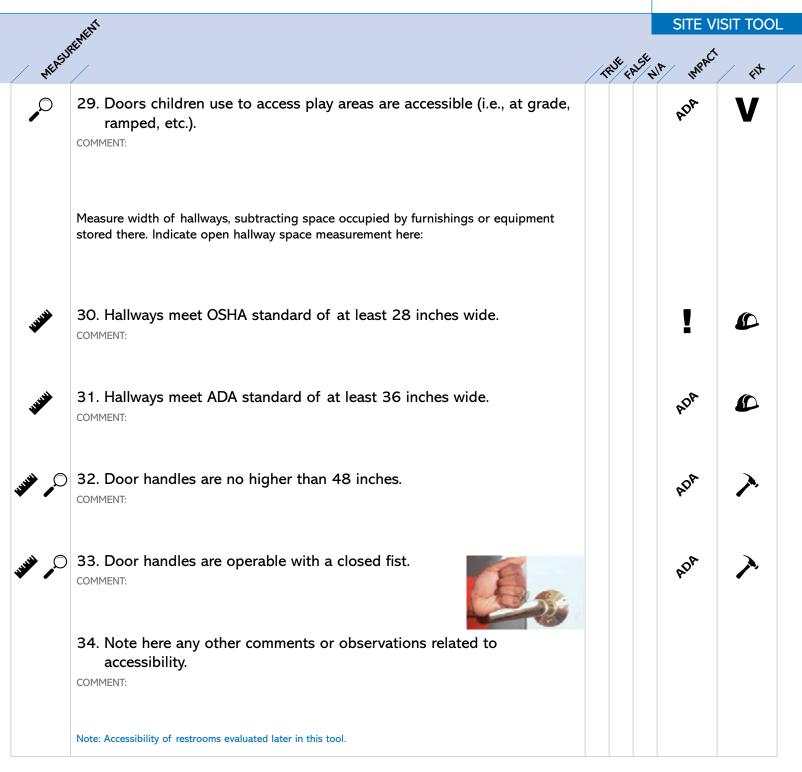


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	attent		SITE V	ISIT TOC	)L
MEAST	REMENT	TRUE FALSE	NIA IMPAC	, Fit	/
,⊳ ?	2A. LIFE SAFETY 22. Emergency exits and pathways are clearly identified. COMMENT:		l	¥	
<i>,</i> ° ?	23. Emergency lighting is available when normal lighting systems fail, and permits orderly egress from building.			7	
Q	24. Emergency exits are convenient and unobstructed.		A	V	
	25. Note here any other comments or observations related to life safety.				
<b>WW</b>	2B. ACCESSIBILITY 26. Common doorways are at least 32 inches wide. COMMENT:		ADA		_
<b>WW</b>	27. Classroom doorways are at least 32 inches wide.		ADA	Ø	
, C 199	28. Loose carpeting or mats are a maximum of <sup>1</sup> / <sub>2</sub> inch high.		ADA	Å	



# SECTION 2 COMMON AREAS





# SECTION 2 COMMON AREAS

SITE VISIT TOOL

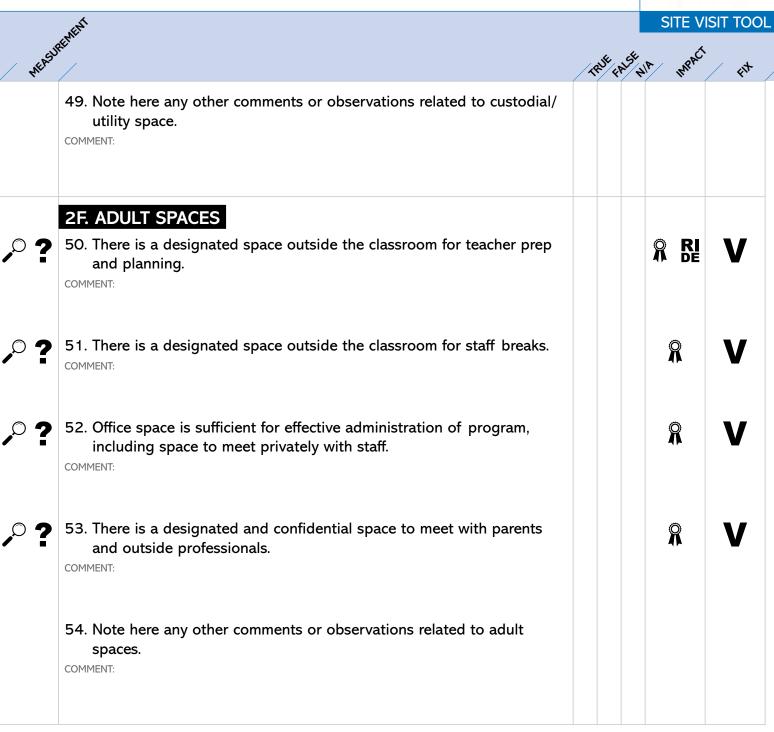
	attai		SITE V	ISIT TOOL
MEASI	REMENT	TRUE FALSE	NIA IMPACI	, kit
•0	<ul> <li>2C. CIRCULATION</li> <li>35. All classroom spaces can be reached through a central corridor/ hallway/common space, avoiding the need to cut through other children's classrooms.</li> <li>COMMENT:</li> </ul>		! &	V
<b>,</b> 0	36. Corridors/hallways/common spaces are uncluttered and easily navigated.		Ľ	¥
	37. Note here any other comments or observations related to circulation.			
<i>,</i> ° ?	2D. INDOOR GROSS MOTOR 38. Designated space for active indoor play is available.		★* 🕅	V
<b>,</b> ° ?	39. Designated indoor gross motor area is suitable for climbing, jumping, crawling, and balance equipment.		★* ¶	<b>)</b> ,
,○ ?	40. Safety mats or protective flooring are available.		A	<b>)</b>
,^ ?	<b>41. Area is suitable for wheeled toys for different age groups.</b>		*	V

# SECTION 2 COMMON AREAS

	li <sup>hr</sup>		SITE V	ISIT TOOL
MEASU	Rement	TRUE FA	SE NIA IMPAC	i Fit
,∽ ?	<b>42. There is convenient storage for indoor gross motor equipment.</b>			V
	43. Note here any other comments or observations related to indoor space for gross motor skills development.			
Q	2E. CUSTODIAL/UTILITY SPACE 44. Center has a utility room separate from the kitchen with hot and cold running water. COMMENT:		DC YF	V
<b>_</b> O	45. The utility room has a locking door. COMMENT:		!	\$ }
	<b>46. There is secure storage for cleaning supplies</b> . COMMENT:		DC YF	\$ }
P	47. The mechanical and electrical equipment are in a space that is separate from children's areas.		1	V
<b>,</b> 0	<ul><li>48. The mechanical and electrical equipment are in a space that is securely locked.</li><li>COMMENT:</li></ul>		1	*>











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	KPAT		SITE \	VISIT TOO	L
- T4	ASIREMENT	TRUE FALSE	HIA IMPAC	7 Fit	/
	<ul> <li>2G. STORAGE</li> <li>55. There is locked storage for staff's personal possessions.</li> <li>COMMENT:</li> </ul>		Ţ	¥≯	
	<b>56.</b> There is secure and sufficient storage for files, paperwork, and children's records.		DC YF	**	
,0 <b>·</b>	<b>57.</b> There is sufficient storage for bulk supplies, seasonal items, etc. COMMENT:		R	V	
0	<b>58.</b> There is secure and appropriate storage for first aid supplies.		DC YF	¥>	
	<b>59.</b> Note here any other comments or observations related to storage.				



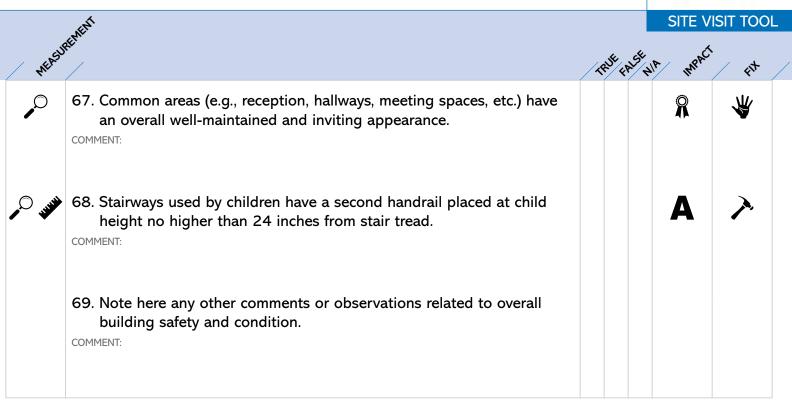


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<i>,</i> ° ?	2H. ADULT RESTROOM FACILITIES 60. Center has separate toilet facilities for staff/adults within same building. COMMENT:		A	Ø	
, C	61. Center has at least one fully handicapped accessible bathroom.		ADA		
	62. Note here any other comments or observations related to adult restroom facilities.				
	21. BUILDING SAFETY AND CONDITION (COMMON AREAS)				-
<b>~</b> O	63. Ceiling is intact and free of water stains or excessive wear.		A	7	
Q	64. Flooring is free of excessive wear (e.g., cracks, peeling, torn carpet, etc.).		A	7	
,O	65. Walls and flooring are free of splinters and other similar hazards.		A	7	
<b>^</b> O	66. Walls and trim are free of peeling paint. COMMENT:		A	7	









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General notes and observations:



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MEASU	Rente	TRUE FAL	SE MA IMPAC	Fit	/
,° ?	<b>3A. GROUP SIZE: PRESCHOOL</b> <b>70. Each preschool-aged group is divided by floor-to-ceiling walls.</b> COMMENT:		A	V	
,○ ?	71. Each preschool-aged group is divided by other stable dividers (built- in/bolted to floor or walls/fixed in place) that are at least 4 feet high.		A	V	
,∽ ?	72. Some preschool spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.		A	V	
<i>,</i> ° ?	73. Preschool spaces are divided with movable furnishings, equipment, or materials only. COMMENT:		A	V	
,○ ?	74. Each physically defined preschool room has a full array of equipment and furnishings. COMMENT:		A	V	
<i>,</i> ° ?	75. Preschool classrooms share some furnishings and equipment.		A	V	
<i>,</i> ° ?	76. Preschool groups within defined physical spaces have no more than the 18-20 children (dependent upon age group) allowed by regulation. COMMENT:		A	V	



## SECTION CLASSROOM CHARACTERISTICS

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CONTINUED

APPENDENT       A       V         ? ? 7. Some preschool classrooms have more than 18-20 children.       A       V         ? ? 7. Some preschool classrooms have more than 18-20 children.       A       V         ? ? 10. Kote here any other comments or observations related to preschool group size.       A       V         . COMMENT:       A       V         ? ? 10. Each toddler-aged group is divided by floor-to-ceiling walls.       A       V         ? ? 10. Each toddler-aged group is divided by other stable dividers (built-in/ bolted to floor or walls/fixed in place) that are at least 4 feet high.       A       V         ? ? 81. Some toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.       A       V         . COMMENT:       A       V       A       V         . ? 81. Some toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.       A       V         . COMMENT:       A       V       A       V         . 81. Some toddler spaces are divided with movable furnishings, equipment, or materials only.       A       V         . COMMENT:       A       A       V         . 81. Stach physically defined toddler room has a full array of equipment and furnishings.       A		-Ne <sup>N</sup>		SITE V	ISIT TOOI	-
?       77. Some preschool classrooms have more than 18-20 children.       A       V         COMMENT:       78. Note here any other comments or observations related to preschool group size.       A       V         COMMENT:       SB: GROUP SIZE: TODDLER       A       V         ?       79. Each toddler-aged group is divided by floor-to-ceiling walls.       A       V         ?       79. Each toddler-aged group is divided by other stable dividers (built-in/ bolted to floor or walls/fixed in place) that are at least 4 feet high.       A       V         ?       80. Each toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.       A       V         ?       81. Some toddler spaces are physically divided with movable furnishings, equipment, or materials only.       A       V         .       ?       82. Toddler spaces are divided toddler room has a full array of equipment and furnishings.       A       V         .       ?       83. Each physically defined toddler room has a full array of equipment and furnishings.       A       V	MEAS	<b>BET</b>	TRUE FALSE NIA	. IMPAC	Fit	/
group size.       COMMENT:         3B. GROUP SIZE: TODDLER       A         ?       79. Each toddler-aged group is divided by floor-to-ceiling walls.         COMMENT:       A         ?       80. Each toddler-aged group is divided by other stable dividers (built-in/ bolted to floor or walls/fixed in place) that are at least 4 feet high.         COMMENT:       A         ?       81. Some toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.         COMMENT:       A         ?       82. Toddler spaces are divided with movable furnishings, equipment, or materials only.         COMMENT:       A         ?       83. Each physically defined toddler room has a full array of equipment and furnishings.         COMMENT:       A	<i>,</i> ° ?	77. Some preschool classrooms have more than 18-20 children.		A	V	
?       79. Each toddler-aged group is divided by floor-to-ceiling walls.       A       V         COMMENT:       A       V         ?       80. Each toddler-aged group is divided by other stable dividers (built-in/ bolted to floor or walls/fixed in place) that are at least 4 feet high.       A       V         COMMENT:       A       V         ?       81. Some toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.       A       V         ?       82. Toddler spaces are divided with movable furnishings, equipment, or materials only.       A       V         ?       83. Each physically defined toddler room has a full array of equipment and furnishings.       A       V         ?       83. Each physically defined toddler room has a full array of equipment and furnishings.       A       V		group size.				
?       79. Each toddler-aged group is divided by floor-to-ceiling walls.       A       V         COMMENT:       A       V         ?       80. Each toddler-aged group is divided by other stable dividers (built-in/ bolted to floor or walls/fixed in place) that are at least 4 feet high.       A       V         COMMENT:       A       V         ?       81. Some toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only.       A       V         ?       82. Toddler spaces are divided with movable furnishings, equipment, or materials only.       A       V         ?       83. Each physically defined toddler room has a full array of equipment and furnishings.       A       V         ?       83. Each physically defined toddler room has a full array of equipment and furnishings.       A       V		3B. GROUP SIZE: TODDI ER				
<ul> <li>bolted to floor or walls/fixed in place) that are at least 4 feet high. COMMENT:</li> <li>81. Some toddler spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only. COMMENT:</li> <li>82. Toddler spaces are divided with movable furnishings, equipment, or materials only. COMMENT:</li> <li>83. Each physically defined toddler room has a full array of equipment and furnishings. COMMENT:</li> </ul>	,₽?	79. Each toddler-aged group is divided by floor-to-ceiling walls.		A	V	
<ul> <li>dividers, but some are presently divided using furnishings or other portable equipment or materials only.</li> <li>COMMENT:</li> <li>82. Toddler spaces are divided with movable furnishings, equipment, or materials only.</li> <li>COMMENT:</li> <li>83. Each physically defined toddler room has a full array of equipment and furnishings.</li> <li>COMMENT:</li> </ul>	,° ?	bolted to floor or walls/fixed in place) that are at least 4 feet high.		A	V	
materials only.         COMMENT:         S3. Each physically defined toddler room has a full array of equipment and furnishings.         COMMENT:	,∽ ?	dividers, but some are presently divided using furnishings or other portable equipment or materials only.		A	V	
and furnishings.	,∽ ?	materials only.		A	V	
MEASUREMENT IMPACT FIX	<i>,</i> ° ?	and furnishings.		A	V	
	MEASURE	MENT IMPACT FIX				

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#### SECTION 🚯 CLASSROOM CHARACTERISTICS

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,^?	84. Toddler classrooms share some furnishings and equipment.		A	V
<b>,</b> ۵ <b>?</b>	85. Toddler groups within defined physical spaces have no more than 12 children. COMMENT:		A	V
,∽ ?	86. Some toddler classrooms have more than 12 children.		A	V
	87. Note here any other comments or observations related to toddler group size. COMMENT:			
P	<b>3C. GROUP SIZE: INFANT</b> 88. Each infant group is divided by floor-to-ceiling walls. COMMENT:		A	V
P	89. Each infant group is divided by other stable dividers (built-in/bolted to floor or walls/fixed in place) that are at least 4 feet high.		A	V
<b>^</b>	90. Some infant spaces are physically divided with walls or 4-foot dividers, but some are presently divided using furnishings or other portable equipment or materials only. COMMENT:		Α	V



### SECTION 🚯 CLASSROOM CHARACTERISTICS

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MEASU	ser	TRUE FALSE	A IMPAC	Fit Fit
P	91. Infant spaces are divided with movable furnishings, equipment, or materials only.		A	V
<b>,</b> 0	92. Each physically defined infant room has a full array of equipment and furnishings. COMMENT:		A	V
<b>~</b> O	<b>93. Infant classrooms share some furnishings and equipment.</b>		A	V
P	94. Infant groups within defined physical spaces have no more than 8 children.		A	V
Q	95. Some infant classrooms have more than 8 children.		A	V
	96. Note here any other comments or observations related to infant group size.			





	ARENT		SITE V	ISIT TOO	L
MEASU	Renter	TRUE FAISE	NIA IMPAC	i Fit	
,⁰ ?	<ul> <li>3D. LOCATION OF CHILDREN'S SPACES</li> <li>97. All areas used by children (including classrooms, bathrooms, gross motor spaces, libraries, etc.) are located on the first floor.</li> <li>COMMENT:</li> </ul>		DC RI YF DE	V	
P	98. All areas used by children (including classrooms, bathrooms, gross motor spaces, libraries, etc.) are located on the same floor. COMMENT:		DC RI YF DE	V	
P	99. All classrooms are located on first floor but other areas (i.e., bath- rooms, indoor gross motor spaces, etc.) are located on other floors.		DC RI YF DE	V	
0	100. Some, but not all, classrooms are located below ground.		DC RI YF DE	V	
0	101. All classrooms are located below ground.		DC RI YF DE	V	
<b>,</b> 0	102. All preschool classrooms are located on second floor.		DC RI YF DE	V	
0	103. Some, but not all, preschool classrooms are located on second floor.		DC RI YF DE	V	



#### SECTION 🚯 CLASSROOM CHARACTERISTICS

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MEAST	REMEAL	. 4			-
MEAS		TRUE FALSE NIA	IMPACI	Fit	
<b>,</b> 0	104. Infant/Toddler classrooms are located on second floor.	Į	PC RI	V	
	105. Note here any other comments or observations related to location of children's spaces. COMMENT:				
	3E. NATURAL LIGHTING				
<b>^</b>	<b>106. Every classroom has at least one exterior window children can see out.</b> COMMENT:		8	V	
<b>_</b> O	107. Every classroom has multiple exterior windows children can see out.		R	V	
Q	108. Every classroom has an exterior window or skylight, but children cannot see outdoors.	Į	PC RI PF DE	V	
P	109. Some classrooms have access to natural light only through shared spaces (i.e., classroom in back of large open space and can see light across building but none in actual classroom space).	Į	PC RI F DE	V	
Q	110. Some classrooms have windows or skylights, but some do not.	Į		V	



### SECTION 🚯 CLASSROOM CHARACTERISTICS

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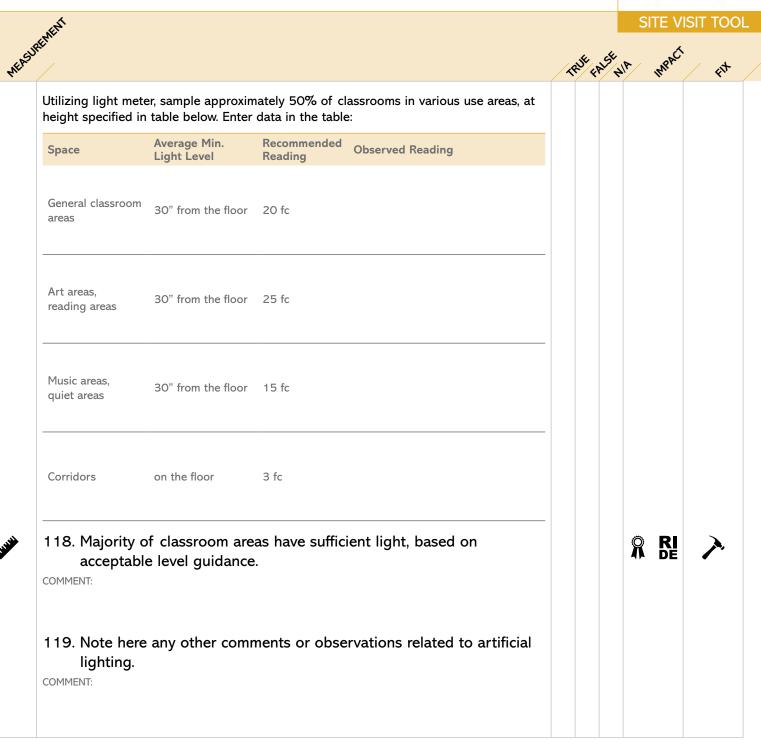
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MEASU	Remeri	TRUE FALSE	NIA IMPACI	Fit	
<b>~</b>	111. No classrooms have natural light through window or skylight.			V	
	112. Note here any other comments or observations related to natural lighting.				
	3F. ARTIFICIAL LIGHTING				
•0	113. Classrooms have varied lighting types. COMMENT:		*	>	
P	114. Lighting levels can be adjusted through dimmers or multiple switches in classrooms. COMMENT:		8	7	
<b>_</b> O	115. Fluorescent lighting is the only light source used.		8	7	
P	116. Energy-efficient fixtures and/or bulbs are used for the majority of lighting. COMMENT:		Â	>	
	117. Where natural lighting is sufficient to be primary lighting source, lights in the natural lighting zone are switched separately to save energy when natural light is most efficient. COMMENT:		8	<b>&gt;</b>	





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#### SECTION **CLASSROOM CHARACTERISTICS** 6

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enemi				TRUEFAL	je NIA	IMPACI	/
<b>3G. CL</b> Using sou	ASSROOM ACOU und meter, take measurem in space below:	<b>JSTICS</b> ments in rooms with and without childrer	n and note	, , , , , , , , , , , , , , , , , , , ,			
Room	With Children	Without Children					
Room 1							
Room 2							
Room 3							
Room 4							
Room 5							
Room 6							
120. No	oise level is appropria	ate in all classrooms.			8	<b>RI</b> DE	١
121. No	oise level is appropria	ate in some classrooms.			8	<b>RI</b> DE	١
122. No		opriate in any classrooms.			8	<b>RI</b> DE	١
	ote here any other co assroom acoustics.	omments or observations related t	Ö				





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/	MEASU	~	TRUE FALSE	NIA IMPAC	Fit	/
	P	<b>3H. GENERAL CLASSROOM CONDITIONS</b> 124. Ceilings are intact and free of water stains. COMMENT:		A	7	
	0	125. Flooring is in good repair/free of excessive wear (e.g., no cracked or peeling tiles, ripped carpeting, etc.). COMMENT:		A	>	
	<b>,</b> 0	126. Walls and floors are free of splinters and other apparent hazards.		A	>	
	<b>,</b> 0	127. Walls are free of peeling paint.		A	> &	
	P	128. Heating units, air conditioners, and other fixed features are intact and in good working condition. COMMENT:		A	7	
		129. Note here any other comments or observations related to general classroom conditions.				



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MEASU	¢°	TRUE	ALSENIA	IMPAC	Fit	
P	<b>3I. SAFETY OF CLASSROOM SPACES</b> <b>130.</b> Pillars and posts are wrapped with soft covering. COMMENT:			A	> *	¥
P	131. Space is easily supervised. COMMENT:			Α	V	
<b>,</b> 0	<b>132. Heating units and pipes are securely covered.</b>			A	<b>≯</b> ¥	¥
<b>,</b> 0	133. Doors have view panels for safe entry or exit from rooms.			ľ	>	
P	134. Windows have protective barrier/shatterproof glass at child height.			I	7	
<b>,</b> 0	135. Operable windows have secure screens. COMMENT:			Α	>	
<b>,</b> 0	<b>136. Operable windows above the first floor have child-safe barriers.</b>			Α	>	
	137. Note here any other comments or observations related to safety of classroom spaces.					



# SECTION CLASSROOM CHARACTERISTICS

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MEASU	Retrieur	TRUE FALSE N	A IMPAC	, hit
P	<ul> <li>3J. CLASSROOM STORAGE</li> <li>(For this criteria, answer based on general/overall observations of classroom spaces, what is representative of majority. Note exceptions or unusual circumstances in comments section and make additional notes as needed.)</li> <li>138. Sufficient storage space is available for children's materials and supplies used on a regular basis.</li> <li>COMMENT:</li> </ul>		A	V
P	139. Each child has an individual cubby that allows for the storage of that child's belongings in a way that prevents them from touching others' belongings or regularly falling on the floor.		*	V
,○ ?	140. Cots/mats are stored in an easily accessible location.			V
,○ ?	141. Medicines/hazardous materials are securely stored.		Α	¥
,○ ?	142. Adults' personal belongings can be securely stored.		A	¥
	143. Note here any other comments or observations related to classroom storage.			



#### SECTION **CLASSROOM CHARACTERISTICS**

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	with		SITE V	ISIT TOO	L
MEAST	REMENT	TRUE FALSE	NA IMPAC	Fit	
,⊳?	<b>3K. CHILDREN'S BATHROOMS</b> <b>144. Bathroom opens directly into classroom.</b> COMMENT:		R	V	
<i>,</i> ° ?	145. Location and design of bathroom provides good sightlines into space.		R	V	
<i>,</i> ° ?	146. Bathroom is located within reasonably close proximity (100 feet or less) to classroom. COMMENT:		8	V	
,∽ ?	147. Children must travel a substantial distance from classroom to reach bathroom facilities. COMMENT:		Å	V	
<i>,</i> ° ?	148. Center has a combination of classrooms with adjacent bathrooms and bathrooms requiring children to leave room. COMMENT:		8	V	
,○ ?	149. Children's bathrooms are handicapped accessible (one stall of at least 32 inches wide). COMMENT:		ADA	V	
	150. Note here any other comments or observations related to children's bathrooms. COMMENT:				



## SECTION CLASSROOM CHARACTERISTICS

CONTINUED

LLSC SITE VISIT TOOL

	- KENT		SITE V	ISIT TOO	L
MEAST	Rement	TRUE FALSE	NIA IMPAC	i Fit	
<i>,</i> ° ?	<b>3L. SINKS</b> <b>151. Each classroom has at least one child sink and one adult sink.</b> COMMENT:		Å	V	
<i>,</i> ° ?	152. Each classroom has at least one adult sink but no child sink.		8	V	
<i>,</i> ° ?	153. Each classroom has at least one sink that is shared by children and adults.		Å	V	
,^ ?	154. Some, but not all, classrooms have sinks.			V	
,○ ?	155. Classrooms do not have sinks. COMMENT:			V	
	156. Note here any other comments or observations related to classroom sinks. COMMENT:				



## SECTION CLASSROOM CHARACTERISTICS

CONTINUED



	- KEWI		SITE V	ISIT TOOL	
MEAST	REPRESE	TRUE FALSE	A IMPACT	, Fit	
P	<ul> <li>3M. INFANT/TODDLER ROOM FEATURES</li> <li>157. Location of changing area allows teacher to continue to supervise classroom.</li> <li>COMMENT:</li> </ul>		Ţ	V	
<b>_</b> O	158. Separate sinks are available for diaper changing and food preparation.		! %	V	
P	159. Diaper changing area is separated from food preparation area.		! 8	> ₩	
P	160. There is an appropriate area for storage and preparation of infant formula.		DC YF ★*	<b>≫</b> &	
P	161. There is a well-defined crib area for infants that allows them to rest comfortably away from the group while still ensuring easy supervision.		DC YF ★*	<b>≯</b> ∜	
<b>_</b> O	162. There is sufficient square footage to allow cribs to be spaced at least 2 feet apart. COMMENT:		DC YF	V	
P	163. There is sufficient square footage to allow cribs to be spaced at least 3 feet apart. COMMENT:		**	V	



SECT	CONTINUED		Ľ	SC
MEASU	REMENT	TRUE FALS	<u>۸</u>	SIT TOOL
	164. Note here any other comments or observations related to infant/ toddler room features. COMMENT:			
	<b>3N. ROOM TEMPERATURE</b>			
,∽ ?	165. Individual controls for classroom temperature allow for the center to maintain each room at appropriate temperature. COMMENT:		! %	V
	Take sample temperature at child height and crib height in classrooms and note results here:			
<b>HART</b>	166. Sample of classrooms indicates appropriate temperature: between 65 and 74 degrees at child height and at a minimum of 68 degrees at infant crib level. COMMENT:		DC YF	V
	167. Note here any other comments or observations related to room temperature. COMMENT:			

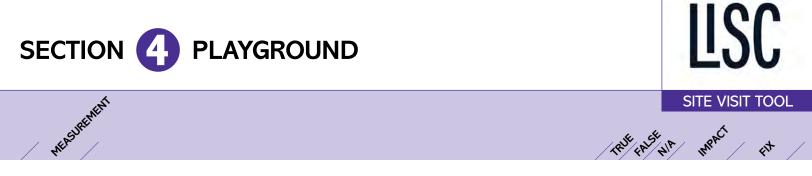


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J.

MEA	affether	TRUE FALSE	NIA IMPAC	Fit	
,° ?	30. CLASSROOM LAYOUT 168. There is sufficient square footage to offer at least 7 interest centers at all times. COMMENT:		*	V	
<i>,</i> 0 ?	<ul> <li>169. Layout and design of space is conducive to offering at least 7 interest centers at all times.</li> <li>COMMENT:</li> </ul>		★**	V	
	170. Note here any other comments or observations related to classroom layout. COMMENT:				





General notes and observations:





	with		SITE V	'ISIT TOO	L
MEASU	REMENT	TRUE FALSE	NIA IMPAC	, tip	/
	<b>4A. PLAYGROUND LOCATION</b> In the space below please note the number of playground spaces available, age groups served, and rough square footage of space:				
P	171. Playground is immediately adjacent to classrooms and can be directly accessed from each classroom.		8	V	
<b>_</b> O	172. Playground is adjacent to some, but not all, classrooms.		R	V	
P	173. Playground is conveniently located and accessed from common area (e.g., door in hallway).		R	V	
P	174. Playground can be accessed safely by crossing through a secure area.		A	V	
P	175. Access to playground requires crossing potentially unsafe area (e.g., street, parking lot, etc.). COMMENT:		A	V	
P.	176. Playground is located directly adjacent to a parking lot and there are no safety features (other than fencing) separating parking from playground.		A	V	





	anteri			ISIT TOC	DL
MEASI	REMENT	TRUE FALSE	NIA IMPAC	, , ,	/
<b>,</b> 0	177. Playground is located directly adjacent to a parking lot and cement bollards are in place for added safety. COMMENT:		A	V	
,O	178. Playground is located directly adjacent to roadway and there are no safety features (other than fencing) separating playground from road.		A	V	
Q	179. Playground is located directly adjacent to roadway and cement bollards are in place for added safety. COMMENT:		A	V	
	180. Note here any other comments or observations related to playground location.				
	4B. FENCING				
Q	181. Playground is securely fenced.		DC YF	7.	
Q	182. Fencing meets 4-foot requirement.		DC YF	7	
P	183. Fencing is free of large gaps that could cause entrapment or other safety concerns.		A	7	





	ster.		SITE V	ISIT TOOL
MEASU	REPRESE	TRUE FALSE	NIA IMPAC	, , , , ,
•0	184. Fencing is free of sharp or protruding sections.		A	<i>.</i>
	185. Note here any other comments or observations related to fencing.			
	4C. SURFACING			
	186. Playground contains a varied mixture of 3 or more surfacing types.			
<b>,</b> 0	187. Playground has a suitable area of surfacing for children to ride tricycles, riding toys. COMMENT:		8	£
<b>,</b> 0	188. Surfacing used in fall zones meets safety standards. (Measure depths for any loose fill fall zones and note depth measurements below.)		A	<b>}. C</b>
	189. Note here any other comments or observations related to surfacing. COMMENT:			





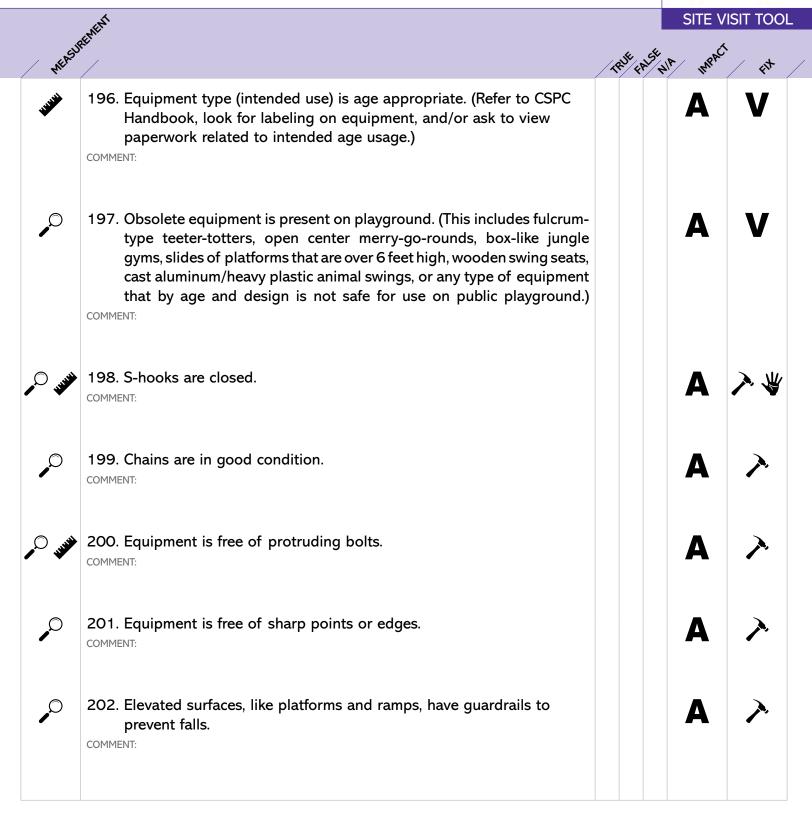
### SITE VISIT TOOL

	- MENT		VISIT TOO	L
MEASI	penert (But	FALSE NIA IMPA	7. FIT	/
P	<ul> <li>4D. SAFETY</li> <li>(Refer to specific guidance and measurements provided in the U.S. Consumer Safety Protection Council's Handbook for Public Playground Safety for additional details on exact allowable measurements based on specific age and use.)</li> <li>190. Space is free of debris and other obvious hazards such as trash, glass, metal, animal waste. (If not, list types of hazards observed.) COMMENT:</li> </ul>		Å	
<b>WW</b>	191. Use zones around large equipment are appropriately sized (6–9 feet, depending on adjacent use). COMMENT:	A	V	
	192. Play structures more than 30 inches in height are placed at least 9 feet apart. COMMENT:	A	V	
<b>HART</b>	193. Swing axis zone is appropriate with protective surfacing extending, in back and front, twice the height of the suspension bar. (Refer to diagram in CSPC Handbook.) COMMENT:	A	V	
	194. Height and chute exit regions of slides are appropriate. (Refer to diagram in CSPC Handbook.)	A	V	
<b>UNIT</b>	195. Height of equipment is age appropriate. (Refer to charts contained in CSPC Handbook.) COMMENT:	A	V	











# SECTION OPLAYGROUND

J.

MEASU	kenne.	TRUE FALSE	A IMPAC	
	203. Entrapment hazards are noted (opening greater than 3.5 inches but less than 9 inches). COMMENT:		A	V
,₽?	204. Pressure-treated wood structures built before 2005 are used. COMMENT:		I	>> &
<b>,</b> ۵ <b>?</b>	205. There is documentation that any pressure-treated wood structures built before 2005 have been treated with an oil-based sealant within the past two years. COMMENT:		Ĩ	<b>≫</b> ¥
Q	206. Space is designed so that teachers have good visibility of children at all times.		A	<b>》《</b>
,∽ ?	207. Space has sufficient shade. COMMENT:		A	>> 🖑
, ??	208. Space has sufficient drainage.		¥* RI DE	V
Q	209. Space is free of tripping hazards (e.g., exposed concrete footings, tree stumps, rocks, etc.). COMMENT:		A	V





J.

MEASU	je <sup>ne</sup>	TRUE	CALSE NIA	IMPACI	Fit	/
	210. Note here any other comments or observations related to playground space.					
<b>,</b> 0	<b>4E. PLAYGROUND QUALITY</b> 211. Secure and convenient storage for outdoor material enables teachers to introduce loose parts, games, and other activities to outdoor play time. COMMENT:			R	7	
<b>,</b> 0	212. Space is large enough to encourage active gross motor play. (Observe whether children are able to freely run and engage in active games without excessive cross-over into fall/use zones.) COMMENT:		7	K RI DE	V	
<i>,</i> ° ?	213. There is easy access to running water outside.				V	





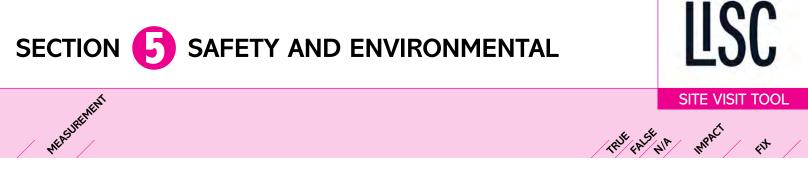
	- Kent				SITE V	ISIT TO	OL
WEASU	Ø.	/*	RUF FI	ALSE N	A IMPAC	- Fit	- /
<i>,</i> °?	214. Playground incorporates the following elements:				★* RI	V	
	<ul> <li>Appropriate area for riding toys</li> </ul>				R		
	<ul> <li>Age-appropriate climbing/upper-body equipment</li> </ul>						
	• Swings						
	• Slide(s)						
	• Sand play						
	• Water play						
	• Dramatic play area with props and enclosure (e.g., canopy, play house, tent)						
	• Art area with outdoor easels or chalk surfaces, tables or other flat surfaces						
	<ul> <li>Area for block and building activities</li> </ul>						
	Area to rest or do quiet activities						
	• Gardening area						
	<ul> <li>Trees, shrubs, and child-safe plants</li> </ul>						
	• Other natural features (e.g., tree stumps, boulders, bird houses, etc.) COMMENTS:						
	215. Note here any other comments or observations related to playground features.						





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MEASI	per l	TRUE FALSE	ALA IMPAC	, ky /
	4F. PLAYGROUND ACCESSIBILITY			
•0	216. Playground provides activities suitable for children with disabilities.		ADA	> ₩
0	217. Large equipment is accessible.		ADA	V
P	218. Playground surfacing meets American Society for Testing and Materials (ASTM) ADA guidelines. (The following are examples of ADA compliant surfacing: poured-in-place rubber, some rubber tiles, artificial turf, grass/dirt, asphalt, concrete, rubber mulch, engineered wood fiber. The following are examples of surfacing materials that are not ADA compliant: sand, pea stone, wood mulch.) COMMENT:		ADA	≫\$
	219. Note here any other comments or observations related to playground accessibility. COMMENT:			





General notes and observations:



# SECTION 5 SAFETY AND ENVIRONMENTAL

CONTINUED

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/	MEASU	JEPHENY .	TRUE FAL	SE NIA	IMPACT	Fit	/		
	P	<ul> <li>5A. LIFE SAFETY</li> <li>220. Center passed a recent fire inspection. (Ask to see inspection documentation and list date of inspection in the Comment section.)</li> <li>COMMENT:</li> </ul>		P	)Ç F	¥			
	, <sup>0</sup> ?	221. Center has an emergency preparedness plan. (Ask to see the plan.) COMMENT:		1	<b>RI</b> DE	¥			
	,⁰?	222. Center has an emergency preparedness plan coordinated with city/ town. COMMENT:			!	Å			
	<u>،</u> ?	223. Center conducts regular fire drills. (Ask to see a log or other evidence.) COMMENT:			4	¥			
	<u>،</u> ?	224. Building allows for lock-down procedures if needed.		1	<b>RI</b> DE	V			
	, <sup>0</sup> ?	225. Building could serve as a shelter if needed.		2	<b>RI</b> DE	V			
		226. Note here any other comments or observations related to life safety.							



SECTION 5 SAFETY AND ENVIRONMENTAL

CONTINUED

	E <sup>xi</sup>		SITE V	SIT TOO	L
MEASI	REMENT	TRUE FALSE	NIA IMPACI	Fit	/
<i>,</i> ° ?	<ul> <li>5B. ENVIRONMENTAL INSPECTIONS</li> <li>227. Building is free of lead. (Ask to see documentation and list date of inspection in the Comment section.)</li> <li>COMMENT:</li> </ul>		DC YF	V	
<i>,</i> ° ?	228. Building is free of radon. (Ask to see documentation and list date of inspection in the Comment section.) COMMENT:		DC YF	V	
,∽ ?	229. There is evidence that building has been inspected by certified asbestos inspector. (Ask to see documentation and list date of inspection in the Comment section.)		DC YF	V	
?	230. There is evidence building is free of asbestos.		DC YF	V	
,⊳ ?	231. OSHA inspection has been conducted. (Ask to see documentation and list date of inspection in the Comment section.) COMMENT:			¥	
<i>,</i> ° ?	232. Water comes from municipal source.		DC YF	V	







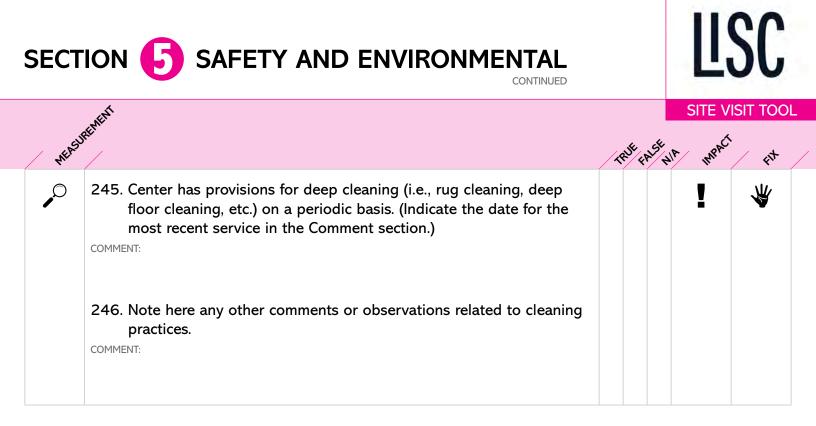
HIA HRRACT	<sup>₹†</sup>
DC YF	V
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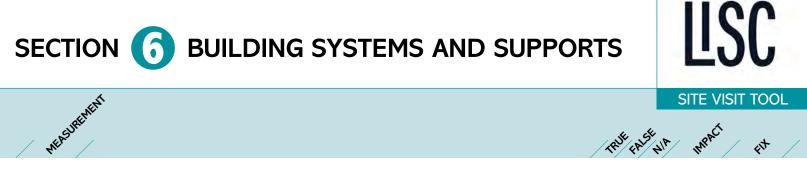


	atter		SITE VISIT TOOL		
MEAS	REMENT	TRUE FALSE	NIA IMPAC	, Fit	/
	239. Note here any other comments or observations related to air quality/exposure to toxins.				
	5D. CLEANING PRACTICES				
,○ ?	240. Center is cleaned professionally on a regular basis.		Ţ	Å	
,⊳ ?	241. Center can demonstrate that only EPA-approved cleaning solutions are used (bottles must have designation number on label) and in accordance with product instructions.		Α	¥	
, <sup>0</sup> ?	242. Where bleach and water solution is used, concentration meets guidelines of "Caring for our Children."		A	¥	
<b>,</b> 0	243. Center appears to be clean. COMMENT:		A	Å	
Q	244. Center has provisions for regular cleaning of ventilation systems. (Indicate the date for the most recent service in the Comment section).		2	¥	









General notes and observations:



## SECTION 6 BUILDING SYSTEMS AND SUPPORTS

1

CONTINUED



MEASU	, Rente	TRUE FALSE	NIA IMPAC	, , , ,	/
?	6A. BUILDING SYSTEMS 247. Heating system is in good working order. COMMENT:		A	V	
?	248. Center has working central air-conditioning.		R	V	
,^?	249. Septic system is in good working order.		ľ	Ø	
?	250. Circuit breakers are not thrown regularly because of overloads to system.		Ţ	V	
	251. Note here any other comments or observations related to building systems.				



### SECTION 6 BUILDING SYSTEMS AND SUPPORTS

CONTINUED

LSC

	New York		SITE VISIT TOOL		
MEASU	RETRENT	TRUE FALSE	NIA IMPAC	, <sup>64</sup>	
?	6B. SUPPORT SYSTEMS 252. The center has a telephone system that meets programmatic needs. COMMENT:		Â	<b>&gt;</b>	
?	253. The center has a sufficient number of computers to meet program needs.		*	<b>&gt;</b>	
?	254. The kitchen meets programmatic needs.		R	V	
	255. Note here any other comments or observations related to support systems.				







Based on your assessment, and the degree of renovations that may be needed to bring facility into full compliance, do you believe this facility should receive a follow-up visit by a building professional? (If yes, explain.)

Based on your assessment, do you feel the facility playground(s) should be inspected by a Certified Playground Inspector for additional data? (If yes, explain.)

Based on your assessment and interview, do you believe this facility has a group size issue? If so, describe below and indicate if fixing this issue requires structural renovations, addition of equipment/ dividers, or reduction in enrollment.



### RHODE ISLAND EARLY LEARNING FACILITY NEEDS ASSESSMENT

SITE VISIT TOOL

#### **Rhode Island Child Care Facilities Fund**

146 Clifford Street, Providence, RI 02903 Telephone: 401.331.0131 Website: www.riccelff.org

#### A Project of LISC

Local Initiatives Support Corporation Website: www.lisc.org

The RICCFF provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space.

#### **Tool Development:**

Originally developed in 2014 by Cindy Larson, LISC, with assistance and input by Anne Connery, LISC and Megan Ressler, LISC

Updated by the LISC Rhode Island Child Care Team, Erin Cox, AIA (lead) in partnership with studioMLA Architects in 2019

Editor: Carol Rose

**Tool Design:** Brian Boyle, CrossTrainer Learning

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