



What you will learn about Supportive Physical Environments, Routines, and Transitions

QRIS Indicator for Step 4 in Child Growth, Development, and Learning: Schedule and lesson plans for each classroom are posted.

ESSENTIAL KNOWLEDGE: SUPPORTIVE ENVIRONMENTS, ROUTINES, AND TRANSITIONS ARE FOUNDATIONAL TO QUALITY CHILD CARE

Quality Indicator: Promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments. (Early Learning eGuidelines, ELeG Essential Practices, Health and Safety)

What does this look like in practice?

- Be sure there is plenty of room for multiple children to walk, run, bend, stoop, and play on the floor without having to compete too much for space.
- Schedule time and space for, and then enthusiastically support children as they engage in open-ended play with each other (e.g. dramatic play and free play).
- Provide adequate transition time and talk with child about upcoming changes to schedule or setting.
- Provide child with opportunities to view and explore new environments, with patient and calm adult support.
- Provide child with consistent objects and routines to help adapt to changes in settings.

ESSENTIAL KNOWLEDGE: RESPONSIVE CHILD CARE PROVIDERS USE INTENTIONAL STRATEGIES TO DESIGN PHYSICAL ENVIRONMENTS THAT SUPPORT ALL CHILDREN

Engage children in open-ended activities for learning including play around dramatic themes, artistic creations, and sensory play. Encourage children to expand and elaborate their experiences. (ELeG Essential Practices, Interaction and Activities)

What does this look like in practice?

- Participate in child's sense of imagination by engaging in make-believe play, with child leading.
- Provide environment and time for sustained dramatic play.
- Provide opportunities for pretend play outdoors with materials such as sand, water, buckets and pans, fabric for tents, play scripts, balls, and opportunities to invent games.
- Plan for and adjust sensory environment in response to the child's sensory reactions (e.g. amount of physical closeness, sounds, and textures).
- Make sure each child has access to all experiences.
- Support and clarify imaginative play roles for children with different temperaments (e.g. "instigator," "group joiner," and "watchful").

ESSENTIAL KNOWLEDGE: RESPONSIVE PROVIDERS USE INTENTIONAL STRATEGIES TO DESIGN AND IMPLEMENT ROUTINES TO SUPPORT ALL CHILDREN IN THE CHILD CARE SETTING

Provide a range of experiences to all children even though their responses may differ and some children may need adaptations. (ELeG Essential Practice, Cultural Context)

What does this look like in practice?

- Schedule adequate time for child initiated play and exploration.
- Limit environmental distractions to help child sustain attention to activities.
- Follow babies and children's cues and/or choices in daily activities, including toys, activities, and books.
- Provide consistent daily care routines and schedule.
- Establish and maintain routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule.

ESSENTIAL KNOWLEDGE: RESPONSIVE PROVIDERS USE INTENTIONAL STRATEGIES TO DESIGN AND IMPLEMENT TRANSITIONS TO SUPPORT ALL CHILDREN IN THE CHILD CARE SETTING

Use supportive verbal, visual, and physical cues in interactions and activities. (ELeG, Essential Practice, Interaction and Activities)

Individualize experiences, activities, interactions, and instructions to meet the needs of each child. (ELeG, Essential Practice, Cultural Context)

What does this look like in practice?

- Provide adequate transition time and talk about upcoming changes to the schedule or setting. (“In five minutes it’s going to be time to clean up the centers and go outside” or “After we get back from the break, our classroom is going to look different because the furniture will be moved.”)
- Involve children in signaling transitions (e.g. ringing bell for transition, sing a song, say a poem, put on an article of clothing).
- Support routines for saying “hello” and “good-bye.”
- Explain what will happen next. (“After we go back inside, it will be time for snack.” Or “After you have a clean diaper, we will both wash our hands.”)