

Resource and Inventory List – Infants/Toddlers

Name of Program: _____

Date Completed: _____

Completed By: _____

Group: _____

	Have	Need	Next Steps/Comments
Physical Environment			
Tables *			
Chairs *			
Highchairs **			
Open shelves (Labelled with pictures)			
Couches or cozy furniture (e.g. large pillows, body pillow, mats)			
Carpets/Area rugs			
Cushions/Blankets			
Cubbies or area to store items			
* (Tables and chairs should be the appropriate size according to the children. They should be able to touch their feet on the floor, and elbows should rest on the table.)			
** For infant room			
	Have	Need	Next Steps/Comments
Language *			
Soft Books			
Board Books			
Cloth Books			
Sturdy Vinyl			
* (Books should be diverse to include races, ages, abilities, animals, familiar experiences and information with facts. Books should also be in good working condition with pages intact and clear pictures)			
	Have	Need	Next Steps/Comments
Blocks			
Soft blocks – large and small			
Smaller blocks – according to development			
Large cardboard blocks or homemade blocks			
Wooden or hard foam unit blocks			
Accessories (animals/people/transportation, age-appropriate loose parts)			
Large trucks or tractors			
	Have	Need	Next Steps/Comments
Science & Technology			
Collection of natural objects and loose parts (developmentally appropriate)			
Living things (e.g. house plants, gardens, pets)			
Nature/Science books, pictures, games and toys that represent nature realistically			
Sand table *			
Sand table accessories *(Accessories to include: shovels, scoops, rakes, buckets, pails, molds, loose parts, re-purposed items)			
Water table * (Activities should include dolls for washing, floating toys and pouring)			

	Have	Need	Next Steps/Comments
Water table accessories *(Accessories to include: funnels, plastic tubes, trowels, sifters, loose parts, natural loose parts)			
The Arts			
Arts and Crafts			
Printing/Drawing Tools (paper, markers, crayons)			
Paint (Tempera, water, finger, sponge, variety of paint tools such as large brushes, sponges, feather dusters, etc.)			
Easel			
Playdough (toddler)			
Materials for collage (beautiful junk, regular and natural loose parts, variety of paper, white glue)*			
* age/developmentally appropriate			
Drama/Theatre			
Simple Dress-up Clothes (clothes for both boys and girls and fashion accessories)			
Props (to include dolls, child-size furniture, kitchen utensils, housekeeping/work telephones, mirrors, loose parts, natural loose parts, ethnic play food, food boxes and containers, soft animals)			
Puppets (including puppets and dolls inclusive of various ethnic backgrounds)			
Music and Movement			
CD/Record Player iPad/iPod			
Musical Instruments (homemade or commercially produced)			
Variety of CDs (ex: classical, sing-alongs, soft music, songs in different languages, songs in fast or slow rhythm and music in different languages)			
Dance Props (Scarves, ribbons, balls, shaking wrist bells, clackers, noise making rattles)			
Health and Physical Activity			
Gross Motor			
Infants-outdoor pad or blanket, crib gym, small push toys, balls, sturdy things to pull up on, ramps for crawling, natural, manufactured or custom-made objects for climbing, etc.			
Toddlers- riding toys without pedals, large push toys, balls and bean bags, natural, manufactured or custom-made objects for climbing, tunnels etc.			
Fine Motor			
Infants - grasping toys, busy boxes, nesting cups, fill and dump toys, textured toys, treasure baskets, cause-and-effect toys)			
Toddlers - shape sorting toys, large stringing beads, large peg boards, simple puzzles, stacking rings, nesting toys, interlocking blocks, treasure baskets, cause-and-effect toys)			
Additional Comments: <hr/> <hr/>			

		Comments
Additional Supports		
Tools for program marketing and promotions (newsletters, parent communication strategies, e-blast, HiMama)		
Scheduling (staff, time, supply staff, program)		
Transition (children and staff)		
Curriculum Criteria (observations and documentation)		
Additional Supports or requests (If so, please specify)		
<p>Additional questions for consideration when reviewing the early learning program being provided from a child development perspective</p> <p>Is there evidence that program activities are available which:</p> <ul style="list-style-type: none"> • promote and foster children’s independence? _____ • support the development of children’s thinking and reasoning skills? _____ • build on and promote children’s self-esteem? _____ • promote children’s ability to self-regulate? _____ 		

Program Contact Person

Completed by

Date completed