



Resource and Inventory List – Infants/Toddlers

Name of Program: _____

Date Completed: _____

Completed By: _____

Group: _____

Materials in these areas should be included with respect to Diversity, Equity and Inclusion (DEI)			
Physical Environment	Have	Need	Next Steps/Comments
Tables *			
Chairs *			
Highchairs **			
Open Shelves (Labelled with pictures and printed word)			
Couches or Cozy Furniture (ex: large pillows, body pillow, mats, bean bag chairs, pet bed)			
Carpets/Area Rugs			
Cushions/blankets			
Cubbies or area to store items			
Single Person Tent or Cube Structure			
<p>* (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.)</p> <p>** For infant room</p>			

Language *	Have	Need	Next Steps/Comments
Soft Books			
Board Books			
Cloth Books			
Sturdy Vinyl			
<p>* (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 and can be included in any area of interest not exclusive to book area)</p>			

Blocks	Have	Need	Next Steps/Comments
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, developmentally appropriate loose parts, architecture, adding accessories according to children’s interests e.g. dinosaurs)			
Large trucks or tractors			
** (Blocks to include: large and small wooden, cardboard, and homemade. They need to be stackable, not interlocking.)			

Science & Technology	Have	Need	Next Steps/Comments
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)			
Water table Accessories *(Accessories to include: funnels, plastic tubes, trowels, sifters, loose parts, natural loose parts)			

The Arts	Have	Need	Next Steps/Comments
<i>Creative Materials</i>			
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			
<i>Dramatic and Imaginative Play</i>			
Simple Dress-up Clothes (variety of clothing and fashion accessories)			
Props (To include dolls, child sized furniture, kitchen utensils, housekeeping/work telephones, mirrors, loose parts, natural loose parts, ethnic play food, food boxes and containers, soft animals)			
Culturally Diverse Puppets and/or Dolls			
<i>Music and Movement</i>			
CD/Record Player iPad/iPod			
Musical Instruments (homemade or commercially produced)			
Variety of CD's (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	Have	Need	Next Steps/Comments
<i>Gross Motor</i>			
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.			
<i>Fine Motor</i>			
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)			

Transition Tools, Sensory Items and Visual Supports	Have	Need	Next Steps/Comments
Visual Timer (i.e. sand timer or other visual timer)			
Visual Schedules – flow of the day, first – then visuals			
Routine Strips – getting dressed for outdoor play, using the bathroom, washing hands etc.			
Sensory and Self-Regulation items - sensory brushes, breathing ball, sensory/bubble tubes, vibrating toys, cause and affect toys, tactile items (sequins/sandpaper/bubble wrap)			

Additional Supports	Comments
Tools for program marketing and promotions (newsletters, parent communication strategies, e-blast, digital communication platform)	
Scheduling (staff, time, supply staff, program)	
Transition (children and staff)	
Curriculum Criteria (observations and documentation)	
Additional Supports or requests (If so, please specify)	

Further Reflection - Is there evidence that program activities are available which:	
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?	