

## Resource and Inventory List – Preschoolers

Name of Program: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Completed By: \_\_\_\_\_

Group: \_\_\_\_\_

	Have	Need	Next Steps/Comments
<b>Physical Environment</b>			
Tables *			
Chairs *			
Open shelves (labelled)			
Couches or cozy furniture (e.g. bean bags, body pillow, pet bed)			
Carpets/Area rugs			
Cushions/Blankets/Sleeping bags			
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.)			
	Have	Need	Next Steps/Comments
<b>*Language - Wide Selection of</b>			
Fantasy			
Nature/Science			
Factual			
Race/Culture			
People			
Abilities			
Animals			
Recorded stories (read along)			
* (Books should be diverse to include races, ages, abilities, animals, familiar experiences, and information based on facts and can be included in any area of interest not exclusive to book area.)			
	Have	Need	Next Steps/Comments
<b>Mathematics</b>			
<b>Counting</b> (e.g. teddy bear counters, pegboards with numbers, beads and bead patterns, money in cash register, loose parts for counting)			
<b>Measuring</b> (e.g. measuring cups, balance scale, rulers, thermometers, height charts, twine)			
<b>Comparing quantities</b> (e.g. cubes, nesting cups, chart or graph activities, dominoes, playing cards, abacus, containers to fill and dump)			
<b>Recognizing shapes</b> (e.g. puzzles, geoboards, unit blocks, parquetry blocks [blocks that arrange in a geometric pattern], magnetic shapes)			
<b>Becoming familiar with written numbers</b> (e.g. number puzzles, play telephones, clocks, number lacing cards, number lotto)			
	Have	Need	Next Steps/Comments
<b>Science &amp; Technology</b>			
Collection of natural objects and loose parts (e.g. rocks, insects, seed pods, driftwood, twigs, pinecones, shells)			
Living things (e.g. house plants, gardens, pets)			

Nature/Science, pictures, games or toys (e.g. nature matching cards, x-rays, kaleidoscopes, magnets with objects to experiment, clipboards and paper)			
Nature/Science activities (e.g. cooking and simple experiments, nature scavenger hunts)			
Water table* *(Activities should include dolls for washing, floating and pouring)			
Water table accessories *(Accessories to include: funnels plastic tubes, trowels, sifters, pipes, loose parts, natural loose parts)			
Sand table *			
Sand table accessories *(Accessories to include: shovels, scoops, rakes, buckets, pails, molds, loose parts, re-purposed items)			
	<b>Have</b>	<b>Need</b>	<b>Next Steps/Comments</b>
<b>Blocks**</b>			
Carpentry tools			
Unit blocks (wooden or plastic in various shapes)			
Large hollow blocks (cardboard, wooden or plastic)			
Homemade blocks (food boxes and plastic containers)			
<i>*(Blocks to include: large and small wooden, cardboard, and homemade. They need to be stackable, not interlocking.)</i>			
Accessories * (Accessories to include: people, transportation items, animals, architecture, loose parts or adding accessories according to children's interests e.g. dinosaurs)			
	<b>Have</b>	<b>Need</b>	<b>Next Steps/Comments</b>
<b>The Arts</b>			
<b>Arts and Crafts</b>			
Drawing materials (Pencils, paper, markers, crayons, chalk, pastels, dry-erase boards, card stock, various sizes of paper)			
Paint (Tempura, water, finger, sponge, variety of paint brushes and tools)			
Easel/Chalkboard			
3-D Materials (playdough, clay, clay accessories, wood gluing)			
Materials for collage (beautiful junk, regular and natural loose parts, white glue, glue sticks, liquid glue, decorative tape)			
Tools (safe scissors, staplers, hole punches, tape dispensers)			
<b>Drama/Theatre</b>			
Dress-up clothes (clothes for both men/boys and women/girls and fashion accessories)			
Costumes (various work roles to suit any gender)			
Props (To include dolls, child size furniture, kitchen utensils, housekeeping, work, fantasy, leisure telephones, mirrors, loose parts, natural loose parts, ethnic play food, food boxes and containers)			
Puppets (including puppets and dolls inclusive of various ethnic backgrounds)			
<b>Music and Movement</b>			
CD/Record player iPad/iPod			
Musical Instruments (homemade or commercially produced)			

Variety of CDs (e.g. classical, popular, jazz, reggae, songs in different languages, cultural hymns and songs)			
Dance props (Scarves, ribbons, balls, parachute, rhythm sticks)			
<b>Health and Physical Activity</b>			
Gross motor (basketball hoop, balls, bats, jump ropes, balance beams, parachutes, bikes, hula hoops, tree stumps, logs, re-purposed item)			
<b>Fine Motor</b>			
Manipulatives (Lacing games, locks and latches, gears, button or zipper toys, train tracks, peg boards)			
Puzzles (Assorted large knob, small knob, no knob dependent on development, floor puzzles, jigsaw puzzles)			
Small building toys (Lincoln Logs, Lego/Duplo, Magnetic blocks)			

Additional Comments:	
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<b>Comments</b>	
<b>Additional Supports</b>	
Tools for program marketing and promotion (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)	

Additional questions for consideration when reviewing the early learning program being provided from a child development perspective

Is there evidence that program activities are available which:

- promote and foster children's independence?
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- support the development of children's thinking and reasoning skills?
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- build on and promote children's self esteem
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- promote children's ability to self-regulate
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Program Contact Person

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Completed by

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Date completed