

# INFANT/TODDLER MATERIALS GUIDE



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### APPENDIX I



This document is meant to support the thoughtful selection of equipment and materials as part of efforts to increase the quality of childcare programming experienced by young children in South Carolina.



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This Infant/Toddler Materials Guide is designed to assist child care providers in selecting high quality materials for their classrooms, not only for the ARRA funded grants in the short term, but also for long-term planning to help guide and prioritize future purchases. It is a tool that can help make the most of current investments as well as those in the future.

The Infant/Toddler Materials Guide is the result of careful consideration of the South Carolina ABC Child Care Program Standards, the South Carolina Program for Infant/Toddler Care (SC PITC) recommendations, and the Environment Rating Scales (ERS) used at the different quality levels of the South Carolina ABC Child Care Program. The Guide was modeled after a series of ABC Child Care Program guides authored by the late Sandra V. Ground, M.Ed.

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## Introduction

The choices for designing a quality childcare program for young children can be overwhelming for a childcare professional, especially when working with a limited budget. This guide has been created to help you to design a high-quality environment for young infants (under 9 months), mobile infants (6-18 months), and older infants (16-36 months), while making the best choices for your budget. Purchasing the correct materials is not sufficient; supervision and interaction with interested adults is necessary for children to make full use of them. Through intentional teaching, materials can be used for both child-guided experiences and adult-guided experiences. Materials need to be: interesting to children, sturdy, age appropriate, offer variety and choice, and be arranged in such a way as to encourage independence and creativity.

## How This Document is Organized

In this guide, we look at the whole classroom to identify and describe basic equipment and materials that should be in classrooms for infants and toddlers. The following sections of this guide provide descriptions of common learning areas found in early childhood classrooms. The description of each learning area includes these features:

### Development and Learning

*This section describes the developmental domains that are likely to be addressed as a result of child and teacher engagement in the area.*

### Materials List

*This prioritized list includes the basic materials needed in the*

*learning area as well as accessories that will expand and extend children's interest and discovery. Because development proceeds rapidly among infants and toddlers the list is segmented by age of the children. When determining the appropriateness of materials for your classroom consider the age and the developmental level of the children you are working with. Also keep in mind the fact that the children in your class will mature during the course of the year. Materials that might not have been appropriate in August might very well be appropriate by February.*

Brand names are sometimes used to describe items but are not meant to be exclusive. Generic “copies” of those items may be acceptable with the following precaution: materials should be durable enough for daily use by young exuberant learners.

## The Shopping List

Included at the end of this guide is a classroom inventory checklist that can be used to help you create and prioritize your materials and equipment shopping list. First you will use the list to conduct a classroom inventory, identifying all of the items on the list that you currently have and their present condition (like new, good, in need of repair). Then review the list to determine if there are any materials that you either need to replace or add to your classroom. The quantities listed for each item on the list should be considered recommendations, not a hard and fast rule. Use your professional judgment when determining the quantities of materials you will need based on the number of children enrolled in your class and their interests.



## Fundamentals

While this document focuses on the materials and equipment that should be in the learning environment, they are not replacements for high quality teacher/child interaction. The manner in which caregivers use the items in their classrooms will impact on the overall quality of the learning experience for infants and toddlers.

Teacher/child interaction is the most important aspect of a high quality learning environment. Great teachers help children learn by observing how children use materials and then talking to the children about what they are doing to extend the learning experience. These intentional teachers work alongside children to ensure that materials are used in healthy and safe ways while also making the learning experience fun and educational.

In addition to attending to how materials are used in the environment it is the teacher's responsibility to ensure that the learning environment is healthy and safe. Materials need to be kept clean to reduce the spread of illness, organized to facilitate meaningful child engagement and in good repair to reduce unnecessary frustration or child injury. The few minutes teachers spend throughout the day making sure things are clean, neat, and orderly help teach children to respect the materials in the environment. If things are accidentally broken or excessively worn, they should be immediately put aside for repair, recycled, or trashed.



## Attending to Individual Child Needs

### Continuity of Care

The attachment an infant develops with his/her primary teacher is critical to the young child's overall development. An important concept in achieving attachment is Continuity of Care. This concept stresses the importance of continuing the infant/teacher relationship with his/her primary teacher from early infancy through toddlerhood. Continuity of Care is the best way to increase healthy attachment between the infant/teacher and to support children's healthy development. Also, by keeping the infant with the same teacher until age three the teacher understands the child's individual needs and ways of communicating at a level only accomplished over an extensive period of time.

Due to licensing regulations, infant and toddler childcare facilities often move children to different classrooms at roughly their first and second birthdays. In order to maintain strong attachment, children and their primary teacher should be moved together.

When young infants share space with mobile infants and mobile infants share space with older infants, teachers must give thought to individual child development and growth when providing materials for their use. Teachers should also rotate the items and continually add new ones to challenge the developing infants.

While this document will be helpful in identifying basic materials and equipment that should be included in a classroom environment for infants and toddlers, thoughtful planning will also be necessary. All children have individual strengths, needs, and interests and these

should be taken into consideration when selecting and arranging materials in your classroom. When serving young children with special needs, some environmental rearrangement might be necessary to adequately accommodate an individual child's needs. For example, a child who is easily over stimulated by loud noises might need an environment that includes sound-dampening furnishings. In the case where a child may need specialized adaptive equipment to benefit from the general education curriculum (i.e. communication board, child positioning equipment, and/or specialized eating utensils) the teacher should contact and collaborate with the child's caseworker or Individual Family Service Plan (IFSP) coordinator.

While it is far beyond the scope of this document to identify all possible modifications that might be needed to meet an individual child's needs, it is important to recognize that each particular group of children will be unique and thus will benefit from classroom customization to ensure that their needs are being met.

## THE INFANT/TODDLER ENVIRONMENT

Childcare facilities for infants (from birth to 36 months) are vastly different from the traditional preschool setting serving three to five year old children. For example, due to the different eating and sleep cycles of young infants a strict schedule of activities is not appropriate. Environments for infants need to ensure their safety and promote health and comfort for both infants and caregivers. Caregivers must be able to access materials conveniently. Furnishings need to be child-sized, maximize flexibility, encourage movement, and allow for choice.

The walls, carpet, and flooring of the room should be a soft or neutral

color, with the materials themselves providing bright colors; this minimizes the risk of overstimulation of infants. While wall displays are appropriate, they should be sensibly spaced, changed periodically, and placed at the eye level of the children in the room. Soft lighting is important for young infants, as are items hanging from the ceiling for children to look at while lying on their backs. It is sometimes helpful for caregivers to lie down on the floor to see this perspective.

Going from an empty room to a fully operational classroom requires a vision and a plan. There are certain basic items required by either regulation or best practices or both, and there is a wide range of materials from which to choose. Considerations include developmental appropriateness, alignment with state standards, environment rating scales, as well as your budget.

The National Association for the Education of Young Children (NAEYC) reminds us that developmentally appropriate practices have three qualifiers: appropriate to the child, appropriate to the group, and appropriate to the culture. Therefore, there can be no strict rule of thumb for what a well-equipped infant and toddler classroom looks like. However, there are guidelines that can help you design a classroom to support the learning and play of young children.

### General Room Arrangement Guidelines

- *Classrooms should include a balance of areas for active play and areas for quiet play.*
- *Furniture should be arranged to help reduce runways (to minimize children's running in the classroom) while making it easy for children to get around.*
- *Arrange furniture to create boundaries that define activity areas in the classroom.*



- *Provide storage close to the location materials will be needed. For example, have shelves for diapers and wipes, gloves and plastic bags next to changing table. Placing them high on the wall gives access to teachers and keeps the materials out of infants' reach while saving floor space for other items.*
- *Provide clear, visible order to avoid overstimulation by having too many items available at once.*
- *All child accessible materials should be age appropriate, clean, and in good repair.*
- *Materials not appropriate for children should be stored in a high and/or locked cabinet to prevent injury.*
- *Shelves may need to be bolted to the floor or anchored to the wall to maintain safety*
- *Each child should have an area for storage of personal items.*
- *Private spaces for one or two children (to allow for those times when a child needs to “be by myself” – not a Time Out space)*
- *Each classroom should include a Parent Communication Area to encourage parent/teacher communication.*
- *A separate space, which can be easily monitored, for individual sleeping is recommended with young infants so that their individual schedules can be kept.*
- *Messy activity areas such as art, science, and meals should be near water access to aid in clean-up.*
- *The “Hand Washing” sink should be separate from a sink used in food preparation.*

In addition to the above mentioned guidelines, caregivers should also consider several key questions to make sure that the room arrangement and selected materials are appropriate for the children and classroom:

- *What are the dimensions of the room?*

- *Where are the windows and the doors?*
- *Where are the sinks and toilets?*
- *Are the sinks and toilets the appropriate size for the children in the room?*
- *How many children will occupy this space?*
- *What are the ages of the children in this room?*

## Equipment and Materials to Support Learning

The “things” that you include in your classroom set the stage for an engaging learning environment for the infants and toddlers you care for. While these raw materials provide opportunities for children to engage in things that are interesting to them at their own pace, it is the primary caregiver in the environment that makes the experience meaningful for infants and toddlers. An effective teacher is ever-present to bring about individual learning through reciprocal interactions with young children. Her primary role is to attend closely to the children in her care, as individuals, so that she may respond in ways that will capitalize on teachable moments. Engagements are typically child initiated, where the child demonstrates an interest in an object or activity and the teacher engages in meaningful interactions to support the child. There are also appropriate times when thoughtfully planned teacher guided activities will be appropriate to expand children’s discovery and support optimal development.

The role of the infant and toddler teacher is to engage in the following behaviors to support young children’s growth and development:

- *Extend children’s learning by introducing new ideas and materials.*
- *Model pro-social behavior.*
- *Support children’s problem solving efforts.*





- *Encourage children to share ideas and experiences with other children as well as with the teacher.*
- *Engage children in conversation and by asking open ended questions (questions that have no one correct answer).*
- *Observe children's skills, development and interests.*
- *Record observations to use in planning and documentation.*

Appropriate learning engagements for young children provide opportunities for:

- *Flexibility in the time spent on an activity*
- *Freedom to participate in a variety of self-selected activities*

Common areas for learning:

There are several common areas often seen in classrooms for infants and toddlers. The list below includes these areas and provides the structure for the rest of this document. The size of your classroom and number and age of children enrolled will inform areas you might include.

1. *Parent Communication*
2. *Diapering*
3. *Eating*
4. *Sleeping*
5. *Cozy/Book Area*
6. *Manipulatives*
7. *Dramatic Play*
8. *Blocks*
9. *Art*
10. *Sensory/Science*
11. *Music*
12. *Indoor/Active Play*
13. *Outdoor/Active Play*

When deciding which centers you will include, take care to address the needs of children identified below.

Children should have:

- *opportunities for independent and collaborative play*
- *opportunities for quiet play that is separated from active play*
- *opportunities to grow in all developmental domains*

When attempting to maximize the space in your learning environment it is important to consider multiple uses for furnishing. For example, the tables used for meals and snacks can also be used for other activities such as puzzles and art. By identifying multiple uses for furniture you are able to maximize floor space which is particularly important for young children just learning to crawl and walk.

## GENERAL STORAGE

Having ample storage in the classroom supports the children, caregivers and families as it will help organize the environment so desired objects are easier to find. The style of cubbies might change between the three ages of infancy, but in each case, it is necessary to have an identified location for each infant's belongings. Organized storage of materials not in use helps the teacher to be more effective. It makes it easier to rotate toys on a regular basis and to find just the right thing to interest an infant at any particular time. It is also important to store hazardous materials and other things that are not meant for children in locked containers or cabinets. The table below lists different types of storage equipment that should be in the classroom.

General Storage Material List			
	Young Infants	Mobile Infants	Older Infants
Cubbies or individual storage bins/baskets	1 per child		
Lockable cabinet or closet for teacher personal belongings	As needed		
Closed storage for materials not in use	As needed		
Lockable storage cabinet for hazardous materials (knives, sanitizer)	1		

## PARENT COMMUNICATION CENTER

This area of the room provides a location for parents to leave and receive messages and talk with a caregiver as she/he comes and goes. Caregivers should have conversations with parents daily to share information regarding individual child needs and developmental progression. Through consistent communication the caregiver forms a partnership with families that enable both to better meet the needs of the child.

Having a designated area in the room where written communication and other artifacts of children's development are housed provides better access to information important for smooth transitions between home and the childcare center. Communication between parents and caregivers is facilitated with the use of a message center, which may include a bulletin board, with a 3-ring binder or a basket of folders for individual/private messages.



Display photos of the children at play or their artwork to add to the welcoming atmosphere. If you place the parent communication area across the room from the entry, it may draw parents into your classroom and encourage discussions and involvement in your program.

Parent Communication Material List			
	Young Infants	Mobile Infants	Older Infants
Message center (bulletin board, binder, folders, etc.)	1		

## THE DIAPERING AREA

The diapering area consists of sinks, diapering area, toilets and adequate and convenient storage for needed supplies. This area requires access to sinks for hand washing for teachers and infants. These sinks are separate from food preparation sinks. If only one high sink is available, a stepstool is needed for independent hand washing by mobile infants and older infants.

The changing table should be of appropriate height so that the caregiver is neither reaching up nor stooping down to reach the child. It may be helpful to have steps that a mobile infant can use to climb up to the table to prevent back strain of the caregiver who will be changing many diapers per day. Steps up to the diapering surface will prevent teacher's back injuries from picking up heavy infants, and will offer mobile and older infants a sense of autonomy while they practice the skill of walking up and down stairs. The changing table should have a six inch lip to act as a barrier to a child rolling off the table. For sanitation purposes, the changing pad should not have a seam on the surface where children will be placed. You may want to use non-porous paper on the changing table. A mobile over the changing table will give young infants something interesting to look at.

For children who are beginning to use a toilet, child-sized toilets are recommended for infants' comfort as they learn this skill. Careful supervision will be required both to help children recognize the sensation of needing to "go" but also to calm any fear the children may have regarding this process and the loud noise of a flushing toilet.

## The Diapering Area Development and Learning

The teacher's attention to sanitation is important in the maintenance of a healthful environment, and she can promote development across domains:

- **Emotional:** *Diapering provides an opportunity for one-on-one attention to each individual infant, which can promote his sense of security and well-being. As he (she) is involved in the steps of the diaper change, his sense of autonomy is enhanced. Learning to use the toilet gives rise to all types of emotions in the pursuit of that milestone, from the pride at a successful attempt while sitting on the toilet to the refusal to do so.*
- **Social:** *The interaction between teacher and infant contributes to the development of her attachment, which is basic to further social development. Toileting by two year olds is often a social event as two children sit side by side in the bathroom.*
- **Motor:** *By asking the infant to lift his legs during a diaper change and giving him time to do so, the teacher promotes the development of muscles in the legs and abdomen. Walking up the steps to the table promotes that skill. Allowing the infant the opportunity to open the Velcro on his diaper is promoting fine motor development. Toileting involves being able to control muscles holding in and then letting go of body waste. Hand washing involves more fine motor development.*
- **Language:** *So much language learning can occur from the moment the teacher says, "Let's get you a fresh diaper." Diaper changing is a good opportunity for the caregiver to engage in self talk (describing what you are doing) to help develop vocabulary and*

enhance language development. Responding to the infant's verbal and non-verbal communication, the intentional teacher can hold a conversation with her.

- **Cognitive:** *Infants learn cause and effect with their bodily functions, and names of body parts, items of clothing, etc. can be reinforced.*



Diapering Materials

	Young Infants	Mobile Infants	Older Infants
Heavy duty diapering table w/ 6" high edge for safety w/ retractable steps		1	
Waterproof and washable table pad without seams on top		1	
Wall storage unit for diapering supplies		1	
Heavy duty trash can w/ lid and foot operated opener		1	
Steps to diapering surface (mobile infants and older infants)		1	

## THE EATING AREA

Eating time in the life of young infants and toddlers should be thought of as more than just meeting dietary needs of the children. This is a time to strengthen attachment by providing one on one contact and attention as the young infant feeds from a bottle or through intentional communication with older infants as they feed themselves. To facilitate this type of learning and development, it is important that you have the right equipment.

To ensure the safety of the children you are preparing food for make sure you check the temperature of prepared food. The "wrist test" is not advised as it violates universal precautions in the case of breast milk and is not an accurate way to determine food temperature. Using a food service thermometer is preferred.

Young infants should be held for feeding to support a healthy feeding position and strengthen the bond between the child and caregiver. Older infant and toddlers should be provided opportunities to feed themselves. This enhances gross and fine motor development while fostering a sense of autonomy. Child-sized dishes and eating utensils will be helpful to support this learning.

The criteria for an infant being seated at the table are:

1. *The infant is eating food that he can feed himself.*
2. *The infant can sit in a chair independently.*

Mobile and older infants should eat in small groups of two to four (no more than six) sitting at low tables with a teacher, the infants' feet should touch the floor. Cube chairs with the flat surface turned

up create an acceptable seating surface for an adult.

This area requires access to a sink for food preparation that is used just for that purpose. If it must be used for other purposes, it should be sanitized before food-related use. Tables must be sanitized before and after use to prevent the spread of germs.

## The Eating Area Development and Learning

Meal and snack times provide opportunities for teachers to promote development in all the domains:

- **Emotional:** *Infants can discover their likes and dislikes, in regards to taste and textures of foods. They feel pride when they can feed themselves and satisfaction at meeting this primary need.*
- **Social:** *The young infant being held develops attachment for this teacher who is meeting her needs in a nurturing manner. Mobile infants and older infants also have the opportunity to interact with their peers and the teacher who is sitting with them. They begin to learn table manners as they observe how the caregiver acts.*
- **Motor:** *Infants develop fine motor control, particularly the pincer grip and the control of utensils, as they feed themselves. Oral-motor development progresses from basic sucking to the abilities to eat from a spoon, chew, and drink from an open cup or through a straw.*
- **Language:** *The teacher is key to the development of language when she talks with infants about what they are eating, labeling and describing items, and extending their efforts to use language by responding to their word or gesture requests.*

- **Cognitive:** *Infants can learn the names for foods, textures, and colors, etc. as they enjoy their meals and snacks.*



Eating Area Materials			
	Young Infants	Mobile Infants	Older Infants
Glider rockers or other adult seating while feeding infants		1 or 2	
Bottle warmer		1	
Low chairs		1 per child	
Low tables		1 or 2	
Food Service Thermometer		1	
Bibs		2 per infant	
Small cups		2 per infant	
Plates		2 per infant	
Bowls		2 per infant	
Baby forks and spoons		2 per infant	
Serving utensils		2 sets	
Serving plates		4	
Serving bowls		4	

## THE SLEEPING AREA

Sleeping is an important part of growth and development. Caregivers can support healthy sleeping patterns among the infants and toddlers they care for by staying tuned in to their individual needs. Young infants are likely going to need to sleep a significant part of the day, and individual children's sleep schedules are likely to be very different from each other. To meet this need in a group care setting, caregivers will need to arrange the classroom so that they can accommodate these different schedules appropriately. Older infants and toddlers are likely to settle into a sleep/wake cycle that is more regular. As children age it becomes more appropriate to transition to a group schedule that includes a regular nap time. However, tired children should have an appropriate place to rest when they need to regardless of the planned rest time.

To maintain the health and safety of the children while resting in a group care setting, there should be proper supervision of the children during rest time. To minimize the transfer of germs from child to child, each child should have a sleeping space that is used only by that child and all bedding used by the children should be washed and sanitized frequently, at least weekly. Licensing regulations require that young infants be put to sleep on their back to protect against SIDS and cribs should be free of large pillows and blankets that might serve as a suffocation hazard. For safe evacuation in case of emergency, there should be one evacuation crib for every five young infants (counted as one of the cribs). All caregivers should be made aware of its location.

Rest time is sometimes upsetting to youngsters who may become homesick. To help nurture children during this time it is advised

that children have a security item (familiar blanket or soft toy) that helps them feel more at home. Recommending that families bring a familiar item from home helps to establish a link between home and school that will help the child feel more secure.

### The Sleeping Area Development and Learning

- **Emotional:** *The language that the caregiver uses should help the child identify the emotions that he is feeling. As the caregiver helps to calm the child she is supporting the child's ability to regulate his emotions.*
- **Social:** *As the caregiver settles and nurtures a tired child by holding, talking, singing, or reading a story, she is strengthening the emotional connection she has with the child.*
- **Motor:** *Developing muscles need ample opportunity to rest and to grow.*
- **Language:** *As the caregiver talks with the child about how the child is feeling, she helps to enhance the child's vocabulary and awareness that the child's vocalizations carry meaning understood by the caregiver.*
- **Cognitive:** *Healthy brain development in young children requires regular sleep. By responding to the child's cues indicating a need to rest, the caregiver ensures that the child is getting adequate rest.*



## LEARNING CENTERS

This main area of the environment will be vastly different for the three ages of infancy. Young infants will need interesting materials brought to them on the floor, or to be carried to materials. Mobile infants are driven to explore and need places to build their motor skills. Older infants are driven to demonstrate their independence. Teachers can direct this play with intentional use of materials.

Infants will carry materials all over the room and this is appropriate. Teachers help them put the materials back where they belong when it is time to clean up and this is supported through effective classroom organization. Labeling shelves with pictures of the items will help the children and other adults in the room maintain an orderly environment. It is also the teacher's job to go through the room at the beginning and end of the day and make sure everything is in its rightful place.

Sleeping Area Materials			
	Young Infants	Mobile Infants	Older Infants
Cribs	1 per infant	n/a	n/a
Crib sheets	2 per infant	n/a	n/a
Evacuation cribs	1 per 5 infants	n/a	n/a
Mats or cots	n/a	1 per infant	
Mat or cot sheets	n/a	2 per infant	
Blankets	n/a	1 per infant	
Optional Sleeping Accessories			
Cot carrier (dolly)	n/a	1 per classroom	

## THE COZY/BOOK AREA

The importance of reading to young children has become common knowledge in the field of early childhood education as it has significant impact on emergent literacy and vocabulary skills. Allowing children the opportunity to interact with a variety of texts helps to establish and maintain an interest in storybooks that will contribute to early literacy development.

Choose sturdy books to offer to the children to explore so that they hold up under frequent use; board books are well suited to this purpose. Vinyl and cloth books are also good for young infants, who will mouth them, as these books can be sanitized. Books with standard paper pages should also be included to give the children greater variety. Because these books are not designed to stand up to the exploration of infants and toddlers they will need to be stored out of the children's reach. When you select books for your classroom make sure to have variety in illustrations (e.g. photographs, drawings, and paintings) and genre (e.g. vocabulary, numbers, stories).

This area should be a soft and comfortable place for children and adults to come read and explore books. To accomplish this soft atmosphere it is recommended that the classroom be equipped with large soft pillows and or furnishings, child accessible book shelves, and an ample supply of books in good repair for the children to use. Because the activity in this area is likely to be quiet it should be protected from the active play area.

## The Cozy/Book Area Development and Learning

Teacher supported interactions with books help support children's growth and development in the following domains:

- **Emotional:** *This area is a space for self-soothing as infants escape the hustle and bustle of the room.*
- **Social:** *Looking at a book together allows an infant a quiet moment with her teacher to strengthen their relationship.*
- **Motor:** *Small Muscle development is enhanced as infants practice turning pages in a book.*
- **Language:** *Exploring books is an important pre-literacy activity. Teachers provide important language modeling, vocabulary development, and help children to learn to appreciate literature.*
- **Cognitive:** *As she explores texts independently and when read to by an adult an infant learns about the world through books.*





Cozy/Book Area Materials			
	Young Infants	Mobile Infants	Older Infants
Thick mat or twin size mattress (two mats placed side by side are hazardous because infants can get wedged into the crack)	1 or 2 as space allows		
Pillows (used with close supervision to prevent danger of suffocation)	Boppies for young infants	2 to 3	
Book holders – wall-hanging type and/or book display shelf and/or basket	1 or 2		
Puppets, stuffed animals and/or soft dolls	4	6	8
Assorted books (board, vinyl, cloth)	At least 2 per child	At least 2 per child	At least 3 per child

## MANIPULATIVES

The manipulatives area consists of relatively small materials that children use to play, construct, and maneuver. As children work in this area they are primarily enhancing their fine motor skills and spatial awareness. While the specific small items that you will include in this center will vary depending on the age, interest, and needs of the children in your class, it is important to maintain a wide variety of materials to captivate children's interests. Due to a tendency of infants and toddlers to be somewhat ego-centric it is important to have multiple versions of the same or similar manipulatives to minimize competition for interesting items. While learning to wait to use a toy is an important skill to learn, it is not necessarily a lesson appropriate for the youngest of children. Materials should be rotated on and off the shelf; avoid keeping too much out at the same time as this may over-stimulate infants. When selecting materials it is important for the caregiver to select toys that are the right size for infants and toddlers. Items that are too small might be difficult for the children to grasp and might serve as a choking hazard. Items that are too large may be difficult for the children to manage.

### Manipulatives Development and Learning

As infants explore and interact with teachers and items in the manipulatives area they learn in the following developmental domains:

- **Emotional:** *Infants experience a wide range of emotions, such as interest, joy, surprise, and pleasure, as well as frustration as they make discoveries. The attachment that develops between teacher and infant supports him to have the confidence to make further*

explorations.

- **Social:** *Infants relate with teachers and other infants. They imitate others' actions and look to their teacher for cues to appropriate behavior. Time spent in this area provides an opportunity for children to learn and practice skills that will lead to sharing and other pro-social behaviors.*
- **Motor:** *Gross motor skills develop as infants attempt to reach a desired toy. Unrestricted movement facilitates skill development. Fine motor skills such as grasping, turning, and stacking are refined as children work in this area.*
- **Language:** *Infants learn language as the teacher uses strategies such as parallel and self-talk, stretch talk, and asking questions.*
- **Cognitive:** *Infants are constantly making discoveries such as cause and effect and understanding space. He will learn to group and categorize, solve problems, and focus attention with the assistance of an intentional teacher who follows his lead.*



Manipulatives Materials			
	Young Infants	Mobile Infants	Older Infants
Containers	Based on the materials present		
Shelves (24" H)	Based on the materials present		
Cause and effect toys (pop-up toys, jack in the box, etc.)	Variety of these providing at least 2 per child, including 4 sets of exact duplicates	Variety of these providing at least 3 per child	
Grasping toys (rattles, rings, squeeze toys)			
Stacking/nesting toys			
Shape sorters			
Lacing toys	N/A		
Peg board set	N/A		
Simple puzzles with knobs (4-6 pieces)	N/A		
Interlocking toys (blocks, rings, etc.)	N/A		
Puzzles with knobs (6-10 pieces)	N/A		
Puzzles without knobs including framed and floor puzzles	N/A		
Hammering toys	N/A		

## THE DRAMATIC PLAY AREA

Standard practice in early childhood classrooms is to provide children the opportunity to re-enact real life experiences, beginning with their home experiences. Therefore, equipment and materials for pretending to be mommy and daddy are among the first things to include. Infants tend to prefer props that look like the real thing, but will engage in more imaginative play with a supportive adult engaged in the play episode.

Materials selected for the dramatic play area should readily represent the types of materials that the children will need to re-enact their life experiences. Empty food-packages (e.g. rice boxes, oatmeal containers, and cereal boxes) carefully opened and re-taped provide familiar environmental print that facilitates literacy development. The items selected should promote healthy food choices. As you consider real life items to be included in the dramatic play area make sure that the items are safe for children.

### The Dramatic Play Area Development and Learning

As infants pretend, they are experiencing growth and development in the following developmental domains:

- **Emotional:** *Pretending helps infants and toddlers cope with fears and other emotions. As children imitate the important people in their lives they practice the expression of feelings.*
- **Social:** *When teachers engage in pretend play with infants they continue to strengthen their relationship. Infants also interact with*

*each other when they pretend, thus building their social skills. Infants often imitate the social behaviors they have observed in their lives serving as practice for future social interactions.*

- **Motor:** *Infants may pretend to stir or cook, carry items, put things into and take them out of bags or baskets, or clomp around in big shoes. These behaviors lead to the strengthening of muscle development, balance, and coordination.*
- **Language:** *Teachers' parallel talk helps to build vocabulary by giving infants the words for what they are doing. Through participation in children's play episodes teachers also provide opportunities for language exchanges that contribute to children's receptive and expressive language abilities.*
- **Cognitive:** *Infants come to understand the world around them through pretend play and are presented with authentic opportunities for problem solving. They further their understanding of their impact on the environment, and eventually are able to think abstractly by doing such things as using chairs to create a train.*



Dramatic Play Area Materials			
	Young Infants	Mobile Infants	Older Infants
Low storage shelves	Select as needed		
Storage bins	Select as needed		
Mirror	Select 3-5 items	1	
Cloth dolls (3 skin tones)		3	
Stuffed animals		3	
Plastic dolls		3	
Phones		2	
Toy cooking utensils (pots, pans, spatulas, large spoons)	N/A	1 set	
Toy flatware (forks, spoons, knives)	N/A	1 set	
Toy dishes (plates, bowls)	N/A	1 set	
Bags (purses, briefcases, tool bag)	N/A	2-3	
Toy food	N/A	1 set	
Dress up clothing (community helpers, fantasy, etc.)	N/A	4 articles of clothing	
Toy kitchen (stove, oven, refrigerator, etc.)	N/A	2 pieces	
Small table & two chairs	N/A	1 set	

## THE BLOCK AREA

Infants and toddlers use blocks differently than preschoolers do. It is likely that younger infants will be more interested in exploring the size and texture rather than building with the blocks. For this reason it is recommended, especially for the young infants, that foam/rubber blocks with various textures be used rather than wooden unit blocks. The foam/rubber blocks are lighter and easier for children to use and are soft so they will not pose an injury hazard. As children get older the wooden blocks become more appropriate.

You may find it helpful with younger children to begin the year with only a few shapes from the set adding additional shapes over the first few weeks/months. This will minimize the likelihood that the children will be over-stimulated with too many materials.

As children age, block play provides them with an opportunity for creative play. It is helpful to present an assortment of accessories to support and/or prompt this creativity. Adding or replacing accessories throughout the year provides additional challenges to children that promote learning & development, particularly if you include items that reflect children's interests and/or community events (e.g., road construction equipment). Particular classroom themes can also be reflected in the accessories and enhancements you provide.

As additional items are included, additional storage may be required. Sturdy containers to keep materials organized facilitate cleanup, as do shelves labeled with pictures and words. It is recommended that you rotate these sets of figures, animals, signs, and vehicles. Avoid keeping too many materials in the block center at the same time as this may be over stimulating for children and limit your ability to

introduce novelty. Be sure to include materials that are appropriate for your community (i.e. things that children often see in the world around them).

## The Block Area Development and Learning

Block play enhances development across the following domains:

- Emotional:** *Building with blocks and knocking them down provides a pleasurable experience for infants that they will do it repeatedly. The pride he feels at stacking blocks enhances self-esteem. Infants can begin to learn how to control their emotional expression of frustration as their teacher supports them when buildings fall or other problems arise.*
- Social:** *Infants interact with their teacher and peers as they build with blocks. While play at this age is usually solitary or parallel, young children can observe others' buildings and sometimes imitate them.*
- Motor:** *Building with blocks requires fine motor control and eye/hand coordination; as infants use blocks these skills are enhanced. Infants often carry big blocks, which helps to develop their gross motor skills.*
- Language:** *Infants learn new vocabulary as the teacher labels materials, uses parallel talk, and asks questions about infants' activities.*
- Cognitive:** *Many math concepts can be experienced while engaging in block play: counting, identification of shapes, position words, length, and patterning are just a few. Infants begin to develop*

*problem-solving skills while playing with blocks.*

Block Area Materials			
	Young Infants	Mobile Infants	Older Infants
Low storage shelves	Select as needed		
Storage bins	Select as needed		
Soft blocks	10 Blocks		
Large cardboard blocks	n/a	10 Blocks	
Wooden unit blocks	n/a	25	75
Cars or trucks	n/a	4	
Toy animals	n/a	1 set (6 to 12 figures)	
Road signs	n/a	1 set	
Community figures	n/a	1 set (6 to 12 figures)	



## THE ART AREA

Art activities by definition are those in which each child creates something unique. In classrooms for young children, art should be process oriented with less focus on the finished product. Thematic projects, which are often produced in the art area, are more truly crafts. While craft activities are helpful in teaching skills such as following directions and fine motor development, they are not considered Art. To be considered an Art activity, children need to have creative license to make something in their own unique way. Among infants and toddlers this is likely to be more about exploring the materials rather than visual representation. As a general rule if all of the children's products look the same it is a craft. Crafts tend to limit children's opportunity for creative expression and higher order thinking, thus should be limited.

The youngest children in this age range might not be interested or developmentally ready to engage in art activities using tools (i.e. paintbrushes, scissors, playdough tools, etc.). As infants mature into toddlers more adept in their fine motor skills, high-quality tools become important. The quality of paintbrushes for young children is more about the durability of the materials (bristles stay connected to the brush) rather than what the bristles are made of (which is a concern for professional artists). If you determine that scissors are appropriate for your group of children, metal scissors are preferable to plastic scissors because they are more effective at actually cutting things and are likely to be more durable. When supporting children's emerging skills in using scissors close adult supervision is required.

Consumable items are not included in the inventory list because they will need to be replenished often. With that said, it is important for

you to think carefully about the consumable art materials that you include in your program attending to the children's need for both quantity and variety.

Many art projects require paper (e.g. newsprint, plain copy paper, construction paper, card stock, etc.). Check with local printing companies to see if they will donate their scraps. A variety of drawing implements are needed (e.g. crayons, pencils, colored pencils, and pencil sharpeners, and markers). Chalk can be used on paper as well as chalkboards; dry erase markers will be needed when you obtain white boards. Tempera paints (untreated) have a tendency to stain children's clothing. To aid in wash-ability add a squirt of dish detergent (not too much or you'll have bubbles) to the paint cups before giving to children. When you distribute paint for the children to use put a half cup at a time in the children's paint cups to limit the amount of left-over paint. As you select paint brushes for the children to use consider selecting a variety of brush shapes and sizes for children to experiment with. You may purchase commercial play dough or you may make your own and store it in an air-tight container. Clay is a similar medium more appropriate for older children and is beneficial in supporting fine motor development as children knead the clay. Paste, glue sticks, and white glue are standard collage fixatives. The choice you offer depends on the collage materials you provide; some things will only adhere with glue. Top quality scissors will facilitate the development of cutting skills.

Be sure that all materials are non-toxic. Children will experiment with taste and texture.

## The Art Area Development and Learning

The art area provides opportunities for children to develop in the following developmental domains:

- **Emotional:** *The creative process can be fulfilling as the infant learns to appreciate and create beauty. The sensory nature of art activities is very pleasurable for most infants.*
- **Social:** *Teachers' encouraging messages, verbal and non-verbal, can support an infant's artistic expression and promote interaction between them. Infants often want to show their teacher what they made. As the children sit at the table they will also interact with each other; a teacher can promote prosocial friendship behaviors.*
- **Motor:** *Infants' fine motor development is enhanced through practice drawing, painting with fingers or brushes or other items, and manipulating play dough.*
- **Language:** *Infants are encouraged to use words as they create. A skillful teacher uses conversation as she sits at the table to facilitate vocabulary growth and language development.*
- **Cognitive:** *Cause and effect are evident in art activities, as infants' experience what happens when you use the various media. Concepts such as color names can be reinforced through a teacher's comments.*

Art Area Materials			
	Young Infants	Mobile Infants	Older Infants
Low storage shelves	Art activities using tools are not recommended for children under 9 months	Select as needed	
Storage bins		Select as needed	
Easel		1	
Paint brushes		6-8	
Child safe scissors		6-8	
Smocks		6-8	
Play dough tools (cookie cutters, rollers, etc.)		1 set	



## THE SENSORY/SCIENCE AREA

Learning about the natural and physical world around them is important for infants' and toddlers' healthy development. To facilitate development in this area, caregivers should provide daily opportunities for children to interact outside (weather permitting) and with living things in their classrooms. In addition, teachers facilitate science and sensory learning by providing children with a variety of sensory experiences including a sand/water table and other materials with interesting visual or textural qualities.

When providing opportunities for water play, caregivers must supervise the children closely to prevent child injury and to prevent the children from drinking the water while playing. To maintain a healthy play situation for children, teachers should start with fresh water every day and should have the children to wash their hands prior to and after using the water table.

### The Sensory/Science Development and Learning

While engaged in sensory/science activities children grow in the following developmental domains:

- **Emotional:** *As the infant becomes aware of his likes and dislikes, he will demonstrate preferences for different sensations. An unexpected event may evoke surprise or fear which will require the reassurance of a caring adult.*
- **Social:** *The infant will communicate with teachers and peers while engaging in novel experiences. She may point out interesting objects to others and share excitement as she sees and touches new*

*and interesting things.*

- **Motor:** *In an attempt to reach an interesting object, the infant will develop gross motor skills. As he manipulates that object, coordination is developing and fine motor skills are strengthened.*
- **Language:** *The infant is prompted to communicate his discoveries and feelings. Teachers use many strategies (parallel talk, self talk) to enhance his understanding and expression.*
- **Cognitive:** *As she experiments with different characteristics of novel textures, sizes and shapes the infant begins to learn to sort items based on common characteristics. As she engages with items from the natural environment she discovers cause and effect relationships.*





Sensory/Science Area Materials			
	Young Infants	Mobile Infants	Older Infants
Low storage shelves	Select as needed		
Storage bins	Select as needed		
Teething toys	10		
Aquarium	1		
Tracking tube (mounted on an incline)	1		
Sensory table	N/A	1	
Sensory table accessories (shovels, cups, funnels, sifters, etc.)	N/A	10 items	
Items that float and sink (separate items)	N/A	10 items	
Live plants	N/A	2	
Light table	N/A	1	
Classroom pet/supplies	N/A	1	
Magnets (large enough that children can't swallow)	N/A	1 set	

## THE MUSIC AREA

Music is an enjoyable experience for young children that benefits multiple developmental domains, and should therefore be experienced every day in your classroom. Music experiences should provide for children's active participation in singing, dancing, and/or playing instruments. Singing to young infants throughout the day is a fun and interesting way to use language with the children and can be used quite effectively to sooth an upset child. When selecting recorded music the teacher should consider including a variety of music types (e.g. classical, folk, children's rock and rap, world music, etc.). Before using in the classroom, teachers should listen to all music to make sure it is appropriate for use with children, containing no violent or sexually explicit lyrics.

A tape recorder or digital recording device will allow you to tape the children's singing, playing, or your rendition of one of their favorite books, which will increase interest of the children as they are able to listen to familiar voices and sounds.

### The Music Area Development and Learning

When you use music with infants and toddlers you facilitate their growth in the following developmental domains:

- **Emotional:** *Different kinds of music evoke different feelings and emotions. The skilled caregiver will recognize this and support children's growth by helping the children label these emotions. Hearing a familiar song from home might help to provide comfort and ease the transition from home to school.*
- **Social:** *Infants develop social skills playing musical games*

requiring simple cooperation such as “Ring Around the Rosy.” As the teacher engages in musical exchanges with the children she models the give and take of appropriate social exchanges thus supporting children’s ability to communicate with others.

- **Motor:** Gross motor skills are enhanced as infants move to the music, bouncing up and down and then dancing. Fine motor skills are developed when infants hold and manipulate musical instruments to produce sound.
- **Language:** Song lyrics can provide new vocabulary for infants. Connecting hand motions or other visual aids while singing might help young children understand how the words being used represent things in the physical world.
- **Cognitive:** Infants learn about cause and effect as they use instruments to produce sound and develop their memory as they begin remembering familiar songs and the movements that go with them.

Music Area Materials			
	Young Infants	Mobile Infants	Older Infants
Low storage shelves	Select as needed		
Storage bins	Select as needed		
Rattles, squeaking toys	10 items		
CDs (3 genres)	3		
Musical instruments	1 per child		
Scarves, ribbons	6		
Music player (CD, MP3, etc.)	1		

## THE INDOOR/ACTIVE PLAY AREA

As infants continue to mature, the skills necessary for locomotion (crawling and walking), throwing, and moving objects can become all-consuming with children practicing these skills for large periods of time during the day. It is important to provide appropriate space in the classroom to support this. For young infants you will need to have soft floor covering such as a thick vinyl mat or blanket so that maneuvering on the floor is comfortable. As these infants mature they will increasingly need a good amount of unobstructed floor space as they begin to crawl, creep, and then walk. Additionally, you should consider including other items in the classroom that will entice children to challenge their emerging gross motor skills such as bean bags or balls for throwing, tunnels for crawling through, inclined ramps for traversing, and steps for climbing.

### Indoor/Active Play Area Development and Learning

As infants engage in active play with their teachers they grow in each of the following developmental domains:

- **Emotional:** Infants experience a wide range of emotions, such as interest, joy, surprise, and pleasure, as well as frustration as they learn what they can do with their bodies. The attachment that develops between teacher and infant supports confidence that is necessary for risk-taking to engage in active play behaviors. Through calming and reassuring language the teacher supports children experiencing frustration when they can’t quite get their bodies to do what they want.

- **Social:** *When engaged in active play infants will relate with teachers and other infants. They imitate others' actions and look to their teacher for cues regarding appropriate behavior. While not ready to share or take turns, they rely on their primary caregiver for assistance in resolving ownership disputes.*

- **Motor:** *Gross motor skills develop as infants attempt to reach a desired toy. Unrestricted movement and variety of surfaces and inclines facilitate physical challenge and skill development. Fine motor skills (grasping, turning, stacking) are enhanced as children attempt to throw a ball or move an object from one place to another.*

- **Language:** *Infants learn language and increase their vocabulary as the teacher uses strategies such as parallel and self-talk to describe their movement in the classroom.*

- **Cognitive:** *Infants are constantly making discoveries such as cause and effect and understanding of spatial relationships as they move throughout the classroom. The infant will learn to group and categorize, solve problems, and focus attention with the assistance of an intentional teacher who follows his lead.*

Indoor/Active Play Area Materials			
	Young Infants	Mobile Infants	Older Infants
Low storage shelves	Select as needed		
Storage bins	Select as needed		
Assorted balls	6-8		
Large vinyl covered climbing structure	1		
Thick mat	1		
Tunnel	N/A	1	
Push toys	N/A	4	
Pull toys	N/A	4	
Rocking boat/stairs	N/A	1	
Loft (toddler size)	N/A	1	
Bean bags with bucket	N/A	1 set	



## THE OUTDOOR/ACTIVE PLAY AREA

As the indoor active play area is important for infant and toddler development so is the outdoor learning environment. Opportunities to challenge themselves outside allows for more rigorous activities such as running and throwing balls up into the air. Access to play structures that include steps and slides are also valuable additions to the environment that provide challenges that are not common inside of classrooms. Provision for shade and protection from the elements are important aspects of safety for young children when outside. Both hard and soft surfaces are necessary characteristics of appropriate outdoor play areas. Hard surfaces are good for the use of riding toys and push and pull toys, while soft areas are necessary to provide adequate protection when children fall. Balls and other toys that promote active play outside are important so that children stay engaged in active play outside. The skilled teacher will be engaged in the children's play to ensure safety and also to prompt simple games and activities.

### Outdoor/Active Play Area Development and Learning

Getting outdoors every day is important for both health and developmental reasons. Growth in the following developmental domains is supported through outdoor active play:

- **Emotional:** *The pleasure of being outdoors helps the infant's sense of well-being. The opportunity for exploration of this different environment can promote feelings of curiosity and interest. Development of new skills enhances an infant's self-esteem as she becomes competent.*

- **Social:** *Older infants develop skills in turn taking as they use equipment, and learn how to play together with a ball or in a small group in a sand box. They share their interest in a new discovery of an insect or a puddle or fallen leaves.*

- **Motor:** *Both large and small motor development is supported as infants play on the equipment provided. Skills of climbing up and down, jumping, or learning to use feet to move a riding toy or pedals to move a tricycle require repetition and practice.*

- **Language:** *New sounds and other sensory experiences provide opportunities for more language learning. Infants communicate their discoveries to their teacher with words and gestures, and the caregiver in-turn gives them the new vocabulary.*

- **Cognitive:** *Infants begin to recognize the differences between inside and outside, and the expectations for both environments. They discover cause and effect relationships using ramps and other equipment, solve problems in order to reach a goal, learn how things move and fit in space, and remember the insect they saw the last time they came out, looking for it again.*



Outdoor/Active Play Area Materials			
	Young Infants	Mobile Infants	Older Infants
Parachute	N/A	N/A	1
Multiple child stroller	1		
Outdoor mats/blanket	1-2		
Balls	10		
Baskets to carry materials outside	As needed		
Tricycles	N/A	3-5	
Push toys	N/A	3	
Pull toys	N/A	3	
Scooters - no pedals	N/A	3	
Foot propelled vehicles	N/A	2	
Sand box	N/A	1	
Sand toys	N/A	10 items	
Toddler size climbing structure	N/A	1	

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# INFANT/TODDLER MATERIALS GUIDE



## Appendix I

### CLASSROOM INVENTORY



All items purchased for use in your classroom should be age appropriate and used as the manufacturer recommends. Use your professional judgment when determining the quantity of materials you will need based on the number of children enrolled in your class.

Check One:       Center-Based       Family Child Care       Group Home Care

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

Program Phone #: \_\_\_\_\_

FEIN #: \_\_\_\_\_

#### Center-Based Only

Classroom Name (centers-based): \_\_\_\_\_

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

#### Family Child Care/Group Home Care Only

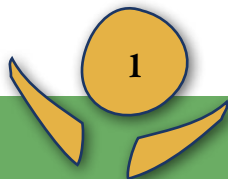
Number of children enrolled in your program who are between birth and 36 months old: \_\_\_\_\_





Please indicate the quantity of each item you have in each condition (Like New, Good, In Need of Repair). If you don't have a particular item enter a zero. Next, enter the number of each item you need under the column titled, Amount Needed.

PARENT COMMUNICATION							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Message center (bulletin board, binder, folders, etc.)	1						
GENERAL STORAGE							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Cubbies or individual storage bins/ baskets	1 per child						
Lockable cabinet or closet for teacher personal belongings	As needed						
Closed storage for materials not in use	As needed						
Lockable storage cabinet for hazardous materials (knives, sanitizer)	1						



DIAPERING AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Heavy duty diapering table w/ 6" high edge for safety w/ retractable steps		1					
Waterproof & washable table pad without seams on top		1					
Wall storage unit for diapering supplies		1					
Heavy duty trash can w/lid & foot operated opener		1					
Steps to diapering surface (mobile infants & older infants)		1					

EATING AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Glider rockers or other adult seating while feeding infants	1 or 2						
Bottle warmer	1						
Low chairs	1 per child						
Low tables	1 or 2						
Food service thermometer	1						
Bibs	2 per infant						
Small cups	2 per infant						
Plates	2 per infant						
Bowls	2 per infant						
Baby forks and spoons	2 per infant						
Serving utensils	2 sets						
Serving plates	4						
Serving bowls	4						

SLEEPING AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Cribs	1 per infant						
Crib sheets	2 per infant						
Evacuation cribs	2 (1 per 5 infants)						
Mats or cots	N/A	1 per infant					
Mat or cot sheets	N/A	2 per infant					
Blankets	N/A	1 per infant					
Optional Sleeping Accessories							
Cot carrier (dolly)	N/A	1 per classroom					
COZY/BOOK AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Thick mat or twin size mattress (2 mats placed side by side are hazardous because infants can get wedged into the crack)	1 or 2 as space allows						
Pillows (used with close supervision to prevent danger of suffocation)	Boppies for young infants	2-3					
Book holders – wall-hanging type and/or book display shelf and/or basket	1 or 2						
Puppets, stuffed animals and/or soft dolls	4	6	8				
Assorted books (board, vinyl, cloth)	At least 2 per child	At least 2 per child	At least 3 per child				

**MANIPULATIVES AREA**

	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Containers	Based on the materials present						
Shelves (24" H)	Based on the materials present						
Cause and effect toys (pop-up toys, jack in the box, etc.)	Variety of these providing at least 2 per child, including 4 sets of exact duplicates						
Grasping toys (rattles, rings, squeeze toys)							
Stacking/nesting toys							
Shape sorters							
Lacing toys	N/A	Variety of these providing at least 3 per child					
Peg board set	N/A						
Simple puzzles with knobs (4-6 pieces)	N/A						
Interlocking toys (blocks, rings, etc.)	N/A						
Puzzles with knobs (6-10 pieces)	N/A						
Puzzles without knobs including framed and floor puzzles	N/A						
Hammering toys	N/A						

### DRAMATIC PLAY AREA

	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Low storage shelves	Select as needed						
Storage bins	Select as needed						
Mirror	Select 3-5 items		1				
Cloth dolls (3 skin tones)			3				
Stuffed animals			3				
Plastic dolls			3				
Phones			2				
Toy cooking utensils (pots, pans, spatulas, large spoons)	N/A		1 set				
Toy flatware (forks, spoons, knives)	N/A		1 set				
Toy dishes (plates, bowls)	N/A		1 set				
Bags (purses, briefcases, toolbag)	N/A		2-3				
Toy food	N/A		1 set				
Dress up clothing (community helpers, fantasy, etc.)	N/A		4 articles of clothing				
Toy kitchen (stove, oven, refrigerator, etc.)	N/A		2 pieces				
Small table and 2 chairs	N/A		1 set				



BLOCKS AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Low storage shelves	Select as needed						
Storage bins	Select as needed						
Soft blocks	10 blocks						
Large Carboard blocks	N/A	10 blocks					
Wooden Unit blocks	N/A	25	75				
Cars or Trucks	N/A	4					
Toy Animals	N/A	1 set (6-12 figures)					
Road signs	N/A	1 set					
Community figures	N/A	1 set (6-12 figures)					
ART AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Low storage shelves	Art activities using tools are not recommended for children under 9 months	Select as needed					
Storage bins		Select as needed					
Easel		1					
Paint brushes		6-8					
Child safe scissors		6-8					
Smocks		6-8					
Play dough tools (cookie cutters, rollers, etc.)		1 set					

SENSORY/SCIENCE AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Low storage shelves	Select as needed						
Storage bins	Select as needed						
Teething toys	10						
Aquarium	1						
Tracking tube (mounted on an incline)	1						
Sensory table	N/A	1					
Sensory table accessories (shovels, cups, funnels, sifters, etc.)	N/A	10 items					
Items that float and sink (separate items)	N/A	10 items					
Live plants	N/A	2					
Light table	N/A	1					
Classroom pet/supplies	N/A	1					
Magnets (large enough that children can't swallow)	N/A	1 set					
MUSIC AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Low storage shelves	Select as needed						
Storage bins	Select as needed						
Rattles, squeeking toys	10 items						
CDs (3 genres)	3						
Musical instruments	1 per child						
Scarves, ribbons	6						
Music player (CD, MP3, etc.)	1						

INDOOR/ACTIVE PLAY AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Low storage shelves	Select as needed						
Storage bins	Select as needed						
Assorted balls	6-8						
Large vinyl covered climbing structure	1						
Thick mat	1						
Tunnel	N/A	1					
Push toys	N/A	4					
Pull toys	N/A	4					
Rocking boat/stairs	N/A	1					
Loft (toddler size)	N/A	1					
Bean bags w/ bucket	N/A	1 set					

OUTDOOR PLAY/ACTIVE PLAY AREA							
	AMOUNT RECOMMENDED			CONDITION OF ITEMS			AMOUNT NEEDED
	Young Infants	Mobile Infants	Older Infants	LIKE NEW	GOOD	IN NEED OF REPAIR	
Parachute	N/A		1				
Multiple child stroller	1						
Outdoor mats/blanket	1 to 2						
Balls	10						
Baskets to carry materials outside	As needed						
Tricycles	N/A	3-5					
Push toys	N/A	3					
Pull toys	N/A	3					
Scooters - no pedals	N/A	3					
Foot propelled vehicles	N/A	2					
Sand box	N/A	1					
Sand toys	N/A	10 items					
Toddler size climbing structure	N/A	1					



## INFANT/TODDLER MATERIALS GUIDE

South Carolina Program for Infant/Toddler Care  
MUSC Boeing Center for Children's Wellness  
1 Carriage Lane, Unit J  
Charleston, SC 29407

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