Louisiana Quality Start Child Care Rating System
ECERS-R Summary Report

Facility: Loyola University New Orleans / Whelan Children's Center
Address: 2020 Calhoun (Loyola University New Orleans)
         New Orleans, LA 70118
License Number: 1856
Parish: Orleans

# Children Enrolled: 10
# Children Present: 10

Date: 04/11/2013
Assessor: SE - Louisiana Quality Start Child Care Rating System
Classroom: Twos
Teacher(s): Amanda Usner, Claire Brower
Youngest Birthdate: 09/06/2010
Oldest Birthdate: 04/02/2010

Please refer to the ECERS-R Scale Book and All About the ECERS-R while reviewing this report.

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<tr>
<th>Score Overview</th>
<th>Social-Emotional Subscale Score: 3.50</th>
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<td>Overall Score: 3.71</td>
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<td>Space and Furnishings 3.75</td>
<td>Language-Reasoning 3.75</td>
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<tr>
<td>Language-Reasoning 3.75</td>
<td>Interaction 3.80</td>
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<td>Activities 5.00</td>
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<td>Parents and Staff N/A</td>
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General Comments

The teachers greeted the children warmly upon arrival and reported an organized departure. A wide variety of play materials were accessible to the children for a substantial portion of the day. The teachers encouraged communication during play; however, they did not ask many questions during group times. Teachers talked about logical relationships and concepts, but they did not talk about those concepts while using materials specifically for that purpose. Many conversations were heard throughout the day, and teachers encouraged children to communicate with each other. Teachers usually maintained enough control to prevent children from hurting each other. However, the program was not set up to avoid conflicts during long group times, lengthy transitions, and when enough popular play materials were not made accessible. Teachers showed warmth through many hugs, and they responded sympathetically to children who were upset. Some positive peer interactions occurred, and the teachers helped children develop appropriate social behaviors. Issues with supervision and safety hazards were noted.

Items Marked Not Applicable

Activities
27. Use of TV, video, and/or computers

Program Structure
37. Provisions for children with disabilities

Parents and Staff
38. Provisions for parents
39. Provisions for personal needs of staff  
40. Provisions for professional needs of staff  
41. Staff interaction and cooperation  
42. Supervision and evaluation of staff  
43. Opportunities for professional growth

### Strengths: Items with Scores of 5 and Above

Items with scores of 5 and above are described in this section. Scores in this range are considered by the Environment Rating Scales to reflect developmentally appropriate practices ranging in quality from "Good" (5 points) to "Excellent" (7 points). These items are considered to be strengths because they promote and support positive child development.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
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| Space and Furnishings  
  3. Furnishings for relaxation and comfort | 7 |
| 6. Child-related display | 6 |
| Personal Care Routines  
  9. Greeting/departing | 6 |
| Activities  
  19. Fine motor | 6 |
| 20. Art | 6 |
| 21. Music/movement | 6 |
| 23. Sand/water | 7 |
| 28. Promoting acceptance of diversity | 6 |
| Interaction  
  33. Interactions among children | 6 |

### Areas of Potential Growth: Items with Scores Less Than 5

Items with scores below 5 are considered by the Environment Rating Scales to reflect practices that are less than developmentally appropriate. The "Areas of Potential Growth" section also provides detailed information about the rationale for scoring certain indicators. This detail can help you understand how the assessor arrived at each item score in this section.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Indicator Rationale</th>
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| Space and Furnishings  
  1. Indoor space | 3 | **5.1** Ample indoor space that allows children and adults to move around freely (Ex. furnishings do not limit children's movement; sufficient space for equipment needed by children with disabilities).  
  This indicator requires that the classroom has a lot of space for the children to participate in different types of activities, and that the space allows children to use the materials without being crowded, as well as allowing space for the materials and furniture needed in almost all of the activity areas. The classroom was not large enough to place the children's cots at least 36 inches apart during nap. One shelf of fine motor materials had to be closed to make some space for children on the rug |
for whole group activities, and they were still crowded when all together. Since ample indoor space was not evident, credit was not earned.

5.3 Space is accessible to children and adults with disabilities.

This indicator requires all spaces, including indoor play areas, bathrooms, and outdoor areas, to be accessible to children and adults with disabilities regardless of whether they use these spaces or are currently enrolled. The doors to the bathroom and stalls measured 31 1/2 inches and 28 inches, respectively, which would be difficult for someone in a wheelchair. The door on the half door to the classroom would be difficult for someone with limited use of their hands. The latch on the half door in the foyer would be difficult for someone in a wheelchair to reach over to exit the center. Since all spaces were not accessible to individuals with disabilities, credit for this indicator was not earned.

5.1 Most furniture is child-sized.

This indicator requires 75% of the children to have access to child-sized tables and chairs. This means, while seated back in a chair, children’s feet should be able to touch the floor (not necessarily rest flat on the floor); children should not have to perch on the edge of the chair to touch the floor. Children also need to be able to rest their elbows on the table and fit their knees comfortably under the table. Seven of the ten children had access to child-sized tables and chairs; however, the tables were too high, reaching mid-chest, for the other three children. Since only 70% of the children had access to child-sized furniture, credit was not earned.

3.2 Visual supervision of play area is not difficult.

This indicator requires that the furnishings in the room are arranged to allow the teachers to easily see and monitor the children as they play. The bathroom was located across the hall from the classroom. It would be difficult for one teacher to monitor the children at play and assist children who toileted and washed their hands, and the teacher reported that one teacher is in the room with children from 7:45AM-8:00AM. When the teachers were near the art area and tables, the height and location of the fine motor shelves made it difficult to see the children playing in the fine motor/puzzle area. Since the room was not easy to visually supervise, credit for this indicator was not earned.

5.2 Space for privacy accessible for use for a substantial portion of the day.

This indicator requires that the space for privacy is accessible for a substantial portion of the day or 1/3 of the total time the program is open for the children to attend. Based on the operating hours of this center (7:30 AM-5:30PM), a substantial portion of the day is 3 hours, 20 minutes. The easel was set up for one child to use. However, according to the observed and reported schedule, this space is only accessible for 3 hours, 3 minutes during morning and afternoon center times. Since the space for privacy is not accessible for a substantial portion of the day, credit was not earned for
7. Space for gross motor play 2

3.2 Gross motor space is generally safe (Ex. sufficient cushioning under climbing equipment; fenced in outdoor area).

This indicator requires that the gross motor space has no major safety hazards that are likely to cause injury requiring a visit to the hospital or doctor, and that there are no or only a few minor hazards. The fall zone from the spring rocking horses to the chairs measured 6 1/2 inches, which does not provide enough clear space to prevent injury in the event of a fall. The fall zone from the red slide to the fence measured 33 inches, also does not provide enough clear space to avoid injury in the event of a fall. Since two major safety hazards were evident in the gross motor space, credit was not earned.

8. Gross motor equipment 2

3.1 Some gross motor equipment accessible to all children for at least one hour daily.

This indicator requires that all children have access to enough gross motor equipment so that there is no crowding or long waits. Gross motor equipment can be portable or stationary, and it can be located either indoors or outdoors as long as children have access for at least one hour daily. Children used gross motor equipment indoors from 11:03-11:18 (15 minutes) in the morning. According to the teacher interview, the children use gross motor equipment in the afternoon for 30 minutes when they do not go outdoors. These two periods equal a combined total of 45 minutes. Since gross motor equipment is not accessible to all children for at least one hour, credit was not earned.

Personal Care Routines

10. Meals/snacks 2

3.1 Schedule appropriate for children.

This indicator requires that the meal/snack schedule meets the USDA's Food and Nutrition Guidelines. Children should be offered meals or snacks every 2 1/2 -3 hours. According to the teacher interview, children were served breakfast at 8:30, and children were served lunch at 11:39. Since more than 3 hours passed between meals, credit was not earned.

3.3 Sanitary conditions usually maintained.

This indicator requires that proper procedures are followed for table cleaning, hand washing, and food service, and that sanitary conditions are maintained to help prevent the spread of many illnesses, such as diarrhea or other gastrointestinal diseases. Some children did not attempt to wash their hands after breakfast. Teachers and children used hand sanitizer before lunch; however, some children rubbed only the palms of their hands. Since proper hand hygiene procedures were not followed, credit was not earned.
11. Nap/rest

1.2 Nap/rest provisions unsanitary (Ex. crowded area, dirty sheets, different children use same bedding).
This indicator is scored "yes" when provisions for nap are unclean to the extent that the spread of disease from child to child is not minimized. Mats must be spaced at least 18 inches apart and mats must be covered with bedding that makes them easy to clean. Two spaces between mats measured 18 inches; however, all other spaces between mats measured 0-14 inches. Since more than 75% of the mats were not spaced at least 18 inches apart, this indicator was scored "yes."

12. Toileting/diapering

3.1 Sanitary conditions are maintained.
This indicator requires that no major problems with the sanitary requirements, including flushing toilets, sanitizing sinks, and keeping toileting areas clean. Some children did not flush the toilet, and the teachers did not consistently sanitize the sink in the bathroom after handwashing after toileting. The sink in the classroom was also not sanitized after use for handwashing following diaper changes and before the children used it to wash hands after messy paint or soil play. Since problems with the sanitary requirements were evident, credit was not earned.

3.3 Staff and children wash hands most of the time after toileting.
This indicator requires that at least 75% of children or teachers wash their hands properly after diapering/toileting. Some children rubbed only the palms of their hands with soap before rinsing with water. Since most of the children did not wash their hands properly, credit was not earned.

3.5 Adequate supervision for age and abilities of children.
This indicator requires that teachers monitor children during toileting to protect them and ensure that sanitary procedures are carried out. Teachers did not make sure that all toilets were flushed and children's hands were washed properly. Since teachers did not ensure that all sanitary procedures were followed, credit was not earned.

13. Health practices

3.1 Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled.
This indicator requires that adequate hand hygiene (handwashing or use of hand sanitizer if hands are not visibly soiled) take place at least 75% of the time when needed. There are four categories of handwashing that must be considered: (1) Upon arrival into classroom, and re-entering classroom after being outside, (2) Before and after water play, after messy play, and before and after using shared art materials, (3) After dealing with bodily fluids, and (4) After touching contaminated objects and surfaces, such as trash can lids and pets. Children did not attempt to wash their hands upon arrival into the classroom and after wiping their nose. Some children attempted to wash their hands after messy play (painting) and after sand play;
however, some rubbed only the palms of their hands with soap before rinsing them with water. Since adequate hand hygiene was not maintained at least 75% of the time, credit was not earned.

1.2 Several hazards that could result in serious injury outdoors.

This indicator is scored "yes" when there are two or more very serious hazards that could result in serious injury outdoors. Hazards were noted in the outdoor gross motor space, as described in item 7, indicator 3.2. The spaces in the handles of the spring rocking horses measured 4 1/2 inches, which is an entrapment hazard. Since several hazards that could result in serious injury were evident outdoors, this indicator was scored "yes."

5.4 Books, language materials, and activities are appropriate for children in group.

This indicator requires that all books, language materials, and activities are appropriate for the age and developmental level of the children in the group. Books and other language materials that contain graphic violence or frightening content are not considered appropriate for any toddlers to preschool-aged children. The book, "There Was an Old Lady Who Swallowed a Fly," was accessible to the children outdoors. This book contains frightening content, not appropriate for the children in the group. Since all of the books were not developmentally appropriate, credit was not earned.

5.1 Communication activities take place during both free play and group times (Ex. child dictates story about painting; small group discusses trip to store).

This indicator requires teachers to draw communication from children by asking them questions, listening to their answers, and asking for further details to get longer and more complex answers. Numerous instances must be observed throughout the observation, in both free play and group times. The teachers asked the children questions and listened to their answers during free play. During the group times, the teachers did much of the talking, and they asked questions that only required short or one work answers. Since numerous instances in which the teachers tried to draw communication from the children did not take place during group times, credit was not earned.

5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning (Ex. sequence cards, same/different games, size and shape toys, sorting games, number and math games).

This indicator requires that staff explain and talk about concepts (same/different, classifying, sequencing, one-to-one correspondence, spatial relationships, and cause and effect) and logical relationships when children play with materials designed to stimulate reasoning at least once. Materials to encourage logical reasoning were evident in the classroom; however, the teachers did not talk about logical relationships as the children played with the materials. Since one example did not occur,
5.2 **Children encouraged to talk through or explain their reasoning when solving problems (Ex. why they sorted objects into different groups; in what way are two pictures the same or different).**

This indicator requires that teachers encourage children to explain and talk about their reasons when solving logical problems with materials that stimulate reasoning at least twice. Materials that stimulate reasoning were evident in the classroom; however, the teachers did not ask children questions that encouraged the children to explain or talk about their reasoning when solving logical problems using those materials. Since two instances were not observed, credit was not earned.

18. **Informal use of language**

5.3 **Staff add information to expand on ideas presented by children.**

This indicator requires the teachers to add details or new, more exact words to build on ideas expressed by the children at least twice during the observation. No instances were noted. Since two examples in which the teachers expanded on thoughts presented by the children were not observed, credit was not earned.

**Activities**

22. **Blocks**

5.3 **Special block area set aside out of traffic, with storage and suitable building surface (Ex. flat rug or other steady surface).**

This indicator requires that a space is arranged to allow children to play with blocks and accessories with minimal interruptions. The space for block play was in front of the cubbies, so children would walk through the space to get to their belongings in the cubbies. Since the space for block play was not out of traffic, credit was not earned.

5.4 **Block area accessible for play for a substantial portion of the day.**

This indicator requires that the space, blocks, and accessories credited in indicators 5.1, 5.2, and 5.3 are accessible for a substantial portion of the day, or 3 hours, 20 minutes. Though the space, blocks, and accessories were accessible for a substantial portion of the day, the space for block play was not set out of traffic. Since credit was not earned for indicator 5.3, credit cannot be earned for this indicator.

24. **Dramatic play**

5.4 **Dramatic play area clearly defined, with space to play and organized storage.**

This indicator requires that the area for dramatic play is within clear, physical boundaries, and that the space allows children to actively use the materials. The dramatic play materials must be grouped by type, so that the children know where to find them and can help to put them away. Dishes, pots and pans, food, and telephones were all mixed together in the three plastic drawers, making it difficult for children to easily pick the materials of their choice. Since dramatic play materials were not stored by type, credit was not earned.
3.3 **Children encouraged to bring in natural things to share with others or add to collections (Ex. bring fall leaves in from playground; bring in pet).**

This indicator requires the teachers to suggest to the children to bring in natural things to share with others or add to collections. According to the teacher interview, she asked the children to bring in leaves and flowers last week for the gardening theme, but she had not encouraged the children to bring in natural items or objects to share at any other times. Since children are not regularly encouraged to bring in natural things to share with others or add to collections, credit was not earned for this indicator.

5.4 **Daily activities used to promote math/number learning (Ex. setting table, counting while climbing steps, using timers to take turns).**

This indicator requires that teachers use math and number talk informally during play or routine activities. Formal activities, such as number games or counting materials, are not considered in this indicator. This must be observed more than one time. No instances were noted. Since teachers did not use math or number talk during everyday events, credit was not earned.

5.2 **Most staff-child interactions are pleasant and helpful.**

This indicator requires that the majority of verbal and non-verbal exchanges during gross motor activities are positive. When children used gross motor equipment indoors, the teachers repeatedly told them to wait in line for their turn, and teachers sometimes held the children back with their hands. Since most of the interactions between teachers and children during gross motor activities were not positive, pleasant, and helpful, credit was not earned.

5.3 **Staff assist children to develop skills needed to use equipment (Ex. help children learn to pump on swing; help child with disabilities use adaptive pedals on tricycle).**

This indicator requires that the teachers help children to practice what they know or learn new skills when using portable or stationary gross motor equipment. To earn credit, at least one creditable example must be observed. No instances were noted. Since no examples of the teachers helping children practice or learn skills while using gross motor equipment were observed, credit was not earned.

3.1 **Sufficient supervision to protect children's safety.**

This indicator requires that teachers watch children during both routines and play. They must be positioned so they can see all areas where children may be playing and move as needed. Although the teachers usually stood in the bathroom doorway to watch children as they returned to the classroom, a child ran from the bathroom to the classroom completely unsupervised. Since the teachers did not watch children at all times, credit was not earned.
5.2 Program is set up to avoid conflict and promote age-appropriate interaction (Ex. duplicate toys accessible; child with favorite toy given protected place to play).

This indicator requires that teachers set up the children’s environment to allow children to get along well with one another. This includes maintaining a dependable routine, keeping children busy and interested, and avoiding competition and crowding. Children were crowded during the group music and movement activity and pushed each other. Children were not kept busy during clean up times, and they wrestled and push each other at least twice. There were not enough of the popular dramatic play materials, such as the vet supplies, and children competed for them many times. Since strategies were not used to help the program avoid problems, credit cannot be earned.

5.2 Staff show respect for children (Ex. listen attentively, make eye contact, treat children fairly, do not discriminate).

This indicator requires that teachers interact with all children in a way that lets them know they are valuable human beings. Teachers must use polite words and actions, guide (rather than boss), and show patience and support. A teacher for the other group of children spoke harshly to a child in this class when she instructed him as to how to wash his hands. The teachers bossed children around during the gross motor play indoors by repeatedly telling children to go to the back of the line and wait for a turn. A teacher sometimes physically re-directed the children in line in an irritated manner. Since teachers did not guide and speak politely to the children, credit was not earned.

3.3 At least one indoor and one outdoor play period (weather permitting) occurs daily.

This indicator requires that at least one indoor and one outdoor play period occurs daily (weather permitting), and that indoor and outdoor play each total at least one hour. Children were not taken outdoors when the weather permitted; the outdoor play area was wet, but it was not raining during the observation. Since at least one hour of outdoor play did not occur when the weather permitted, credit was not earned.

3.1 Some free play occurs daily indoors and outdoors, weather permitting.

This indicator requires that the children participate in activities of their choosing for at least an hour each day both indoors and outdoors, when the weather permits. Children were not taken outdoors when the weather permitted; the outdoor play area was wet, but it was not raining during the observation. Since the children did not engage in free play outdoors when the weather permitted, credit was not earned.
5.1 Whole-group gatherings limited to short periods, suited to age and individual needs of children.

This indicator requires that whole-group times are limited to periods that are short enough to hold children's attention, and otherwise meet the needs of all children required to participate (as seen through their interest and willing participation). During the whole-group music and movement activity and smaller group obstacle course play with bean bags, balance beams, and hula hoops, some children were not engaged and stood off to the side, others pushed each other and had to wait for a turn to use the materials. The teachers continued with the activities without reading the children's cues and allowing for other play options that interested the children. Since whole-group and smaller group gatherings were not limited to short periods, or suited to the age and individual needs of the children, credit was not earned for this indicator.