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

### Score Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Overall Score</td>
<td>3.97</td>
</tr>
<tr>
<td>Space and Furnishings</td>
<td>4.50</td>
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<tr>
<td>Personal Care Routines</td>
<td>2.33</td>
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<tr>
<td>Language-Reasoning</td>
<td>3.50</td>
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<tr>
<td>Activities</td>
<td>4.33</td>
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<tr>
<td>Interaction</td>
<td>4.80</td>
</tr>
<tr>
<td>Program Structure</td>
<td>4.00</td>
</tr>
<tr>
<td>Parents and Staff</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Social-Emotional Subscale Score: 4.17

- Language-Reasoning 3.50
- Interaction 4.80
- Program Structure 4.00

### General Comments

The children and parents were greeted warmly and the children were kept busily involved from greeting to departure time. However, information about each child was not shared between the parents and teachers at any of the observed greetings. The teachers genuinely enjoyed the children and had a friendly, respectful, and warm relationship with them.

The teachers used books as a group activity and also read to the children informally. However, books were not accessible to the children for a substantial portion of the day. Communication was encouraged and activities to stimulate communication took place during group, routine, and free play times. The teachers frequently held conversations with individual children. However, the teachers did not frequently encourage the children to reason, explain, or solve logical problems. Numerous examples where the teachers expanded on ideas presented by the children were also not observed, and materials used to help encourage communication were not accessible to the children in a variety of interest centers.

The teachers provided many play opportunities for a substantial portion of the day. However, several activities lacked a variety of play materials. Gross motor play was not provided for at least one hour on days when the children could not go outdoors. Supervision, in general, was not punitive and control was exercised in an appropriate way. However, supervision of play was not adequate when the children were allowed to use riding toys in the fall zones of stationary climbing equipment, and when children were not within sight of the teacher during toileting routines. Teacher directed group activities were appropriate and limited to the age and ability of the children in the group. However, some routines were not carried out in small groups or individually, and often children waited for long periods of time to wash hands or toilet during group routines.
Items Marked Not Applicable

Item

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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<tbody>
<tr>
<td>Space and Furnishings</td>
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<tr>
<td>2. Furniture for routine care, play, and learning</td>
<td>7</td>
</tr>
<tr>
<td>3. Furnishings for relaxation and comfort</td>
<td>7</td>
</tr>
<tr>
<td>5. Space for privacy</td>
<td>6</td>
</tr>
<tr>
<td>6. Child-related display</td>
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<tr>
<td>Personal Care Routines</td>
<td></td>
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<tr>
<td>9. Greeting/departing</td>
<td>6</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>19. Fine motor</td>
<td>7</td>
</tr>
<tr>
<td>23. Sand/water</td>
<td>5</td>
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<tr>
<td>Interaction</td>
<td></td>
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<tr>
<td>32. Staff-child interactions</td>
<td>7</td>
</tr>
<tr>
<td>33. Interactions among children</td>
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</tbody>
</table>
## 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space and Furnishings</strong></td>
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</table>
| 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). The classroom space did not allow mats to be placed at least 36" apart.  
5.3 Space is accessible to children and adults with disabilities. The classroom access area had knobbed handles, making it difficult for persons with limited hand use to access this area. The children's bathroom and classroom access doorway was less than 32" wide. |
| 4. Room arrangement for play | 4     | 5.2 Quiet and active centers placed to not interfere with one another (Ex. reading or listening area separated from blocks or housekeeping). Quiet and active centers were not separated from one another. The quiet science and fine motor activities were located next to the active music area. The active dramatic area was set up next to the quiet library area. |
| 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). Fall zones were not sufficient around the climbing equipment when children used portable equipment in this area. |
| 8. Gross motor equipment  | 2     | 3.1 Some gross motor equipment accessible to all children for at least one hour daily. The teacher reported that the children had extended indoor gross motor activities (Ex. balloon volley balls and streamers) on the days when they were unable to access the outdoor gross motor equipment. She also indicated that the children had access to indoor gross motor activities for thirty minutes when they did not go outdoors. |
| **Personal Care Routines** |       |                                                                                                                                                   |
| 10. Meals/snacks          | 1     | 1.3 Sanitary conditions not usually maintained (Ex. most children and/or adults do not wash hands before handling food; tables not sanitized; toileting/diapering and food preparation areas not separated). Sanitary conditions were not usually maintained when: Some of the children's hands were not properly washed before lunch. Some of the children re-contaminated their hands by touching the trashcan lid and did not re-wash their hands. |
hands before sitting at the table for lunch. -Separate sinks were available for use in various care routines. However, the same sink was used to wash hands after toileting as well as washing hands for meals and not properly sanitized between different uses.

3.2 Sanitary provisions for nap/rest (Ex. area not crowded, clean bedding).
Some of the mats were spaced less than 18 inches apart, not meeting the minimal healthy space requirement. Children's mats were stored separately in their personal cubbies. However, some of the bedding covering the mats were touching one another.

1.4 Inadequate or unpleasant supervision of children.
Inadequate supervision of children during toileting were observed when:
-Children were required to wait in the hallway for the teacher to assist other peers in the restroom before going back to the classroom. This teacher was not positioned to see both the children in the hallway and the children using the restroom.
- A child was observed leaving the classroom unattended to go to the restroom.

3.1 Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled.
Children did not wash hands after sand play. A child did not wash his hands upon arrival into the classroom. The teachers' and children's hands were not washed properly after nose wiping.

3.1 No major safety hazards indoors or outdoors.
There was a safety hazard that could result in serious injury outdoors, as previously noted in item 7, 3.2.

5.1 A wide selection of books are accessible for a substantial portion of the day.
The wide selection of books that were available in the classroom were not accessible to the children for a substantial portion of their day.

5.2 Materials that encourage children to communicate are accessible in a variety of interest centers (Ex. small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors or indoors).
Materials that encourage communication were not accessible in a variety of interest centers.

3.2 Some concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences (Ex. guide children with questions and words to sort big and little blocks or to figure out the cause for ice melting).
The teachers did not use words to describe concrete experiences or relationships while the children played with real objects at least twice during the observation.
18. Informal use of language

5.3 Staff add information to expand on ideas presented by children.
   The teachers did not use language to help expand or add details to ideas expressed or experienced by the children during freeplay activities.

Activities

20. Art

5.1 Many and varied art materials accessible a substantial portion of the day.
   The children did not have access to many and varied art materials for a substantial portion of the day. The classroom lacked many art materials from the categories of paints and three-dimensional.

21. Music/movement

5.1 Many music materials accessible for children's use (Ex. music center with instruments, tape player, dance props; adaptations made for children with disabilities).
   Many musical instruments were evident in the classroom. However, the CD player was not made accessible to the children when stored on teachers' shelf in the classroom. The children were not observed freely using the CD player independently.

22. Blocks

5.4 Block area accessible for play for a substantial portion of the day.
   The block area was not made accessible for play for a substantial portion of the day.

24. Dramatic play

5.2 Materials accessible for a substantial portion of the day.
   The dramatic play materials were not accessible to the children for a substantial portion of the day.

5.3 Props for at least two different themes accessible daily (Ex. housekeeping and work).
   Props representing two different themes were not evident. Only housekeeping materials was observed accessible during play.

25. Nature/science

5.2 Materials are accessible for a substantial portion of the day.
   The nature/science materials were not accessible to the children for a substantial portion of the day.

26. Math/number

5.1 Many developmentally appropriate materials of various types accessible (Ex. materials for counting, measuring, learning shape and size).
   The children lacked access to 3-5 examples of measuring and comparing quantities play materials.

5.2 Materials are accessible for a substantial portion of the day.
   This indicator cannot be met when 5.1 is not met.

5.4 Daily activities used to promote math/number learning (Ex. setting table, counting while climbing steps, using timers to take turns).
   At least two instances were not observed where the teachers used daily math/number experiences with the children.
28. Promoting acceptance of diversity 4
5.1 Many books, pictures and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles (Ex. both historical and current images; males and females shown doing many different types of work including traditional and nontraditional roles).

There were no examples of many pictures and other materials showing various abilities evident or made accessible to the children in the classroom.

Interaction

29. Supervision of gross motor activities 4
5.1 Staff act to prevent dangerous situations before they occur (Ex. remove broken toys or other dangers prior to children's use; stop rough play before children get hurt).
The teachers did not act to prevent dangerous situations before they occurred when bikes were used in the climbing equipment space.

30. General supervision of children (other than gross motor) 2
3.1 Sufficient supervision to protect children's safety.
Supervision indoors was inadequate, as previously noted in item 12. 1.4.

31. Discipline 4
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).
The program was not set up to keep the children busy and interested for a substantial portion of the day, as previously indicated in items 15, 20, 22, 23, 24, 25, and 26.

Program Structure

34. Schedule 4
5.4 No long period of waiting during transitions between daily events.
During transitions, there were periods of waiting without any activity for three minutes or more between the daily events. For example, long periods of waiting were observed during bathroom and handwashing break time. Children were required to wait in the hallway for the teacher to assist other peers in the restroom before going back to the classroom.

35. Free play 4
5.3 Ample and varied toys, games, and equipment provided for free play.
Ample and varied toys were not provided, as previously noted in items 20, 21, 24, 26 and 28.

36. Group time 4
5.3 Some routines done in small groups or individually.
Most routines were performed as a whole group, such as: toileting, handwashing, lunch and meals.