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: 8

Date: 06/03/2009
Assessor: AR - Louisiana Quality Start Child Care Rating System
Classroom: Two Year Old Class
Teacher(s): Amanda Usner, Claire Brady
Youngest Birthdate: 11/02/2006
Oldest Birthdate: 02/13/2006

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

<table>
<thead>
<tr>
<th>Score Overview</th>
<th>4.94</th>
<th>Social-Emotional Subscale Score: 6.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space and Furnishings</td>
<td>4.13</td>
<td></td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td>2.17</td>
<td></td>
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<tr>
<td>Language-Reasoning</td>
<td>5.75</td>
<td>Language-Reasoning 5.75</td>
</tr>
<tr>
<td>Activities</td>
<td>5.89</td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>6.20</td>
<td>Interaction 6.20</td>
</tr>
<tr>
<td>Program Structure</td>
<td>6.67</td>
<td>Program Structure 6.67</td>
</tr>
<tr>
<td>Parents and Staff</td>
<td>NA</td>
<td></td>
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</tbody>
</table>

**General Comments**

Most children and their parents were greeted warmly upon arrival, and departure was well organized and not rushed. However, one child who arrived on the play yard during outdoor play was not greeted by the teachers, nor did the teachers acknowledge the parent or attempt to share information about the child. The teachers read to the children informally in small groups or individually, and books as well as language activities were appropriate for the children in the group. The children could access a wide selection of books and some books related to the current theme. Communication was encouraged throughout the day and materials that stimulate communication were located in various play centers. The teachers frequently talked with the children during both play and routines, and written language was linked to spoken communication. However, the teachers did not introduce concepts to stimulate reasoning using both words and concrete experiences at least twice during the observation. The teachers did have many individual conversations with the children and asked questions to encourage longer and more complex answers.

The play spaces indoors as well as outdoors were generally appropriate. The gross motor play equipment was safe, appropriate, and stimulated a variety of skills. However, in the classroom skin ointment was not stored in a locked cabinet and out of reach of the children. Some spaces for play indoors were crowded and all quiet and active play spaces were not appropriately separated. A few indoor activities did not provide a wide variety or quantity of materials for the children's use for a substantial portion of the day. The teachers provided appropriate supervision during all play time and assisted the children when needed. However, the teachers did not talk with the children about ideas related to their gross motor play. Peer interaction was positive, the teachers were good role models and opportunities for the children to work together on a task were provided. The teachers' interactions with the children were warm, respectful, and showed a genuine enjoyment of the children.
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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</thead>
<tbody>
<tr>
<td>Space and Furnishings</td>
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<tr>
<td>6. Child-related display</td>
<td>7</td>
</tr>
<tr>
<td>7. Space for gross motor play</td>
<td>5</td>
</tr>
<tr>
<td>Language-Reasoning</td>
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<tr>
<td>15. Books and pictures</td>
<td>7</td>
</tr>
<tr>
<td>16. Encouraging children to communicate</td>
<td>7</td>
</tr>
<tr>
<td>18. Informal use of language</td>
<td>7</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
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<tr>
<td>19. Fine motor</td>
<td>7</td>
</tr>
<tr>
<td>21. Music/movement</td>
<td>6</td>
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<tr>
<td>22. Blocks</td>
<td>7</td>
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<tr>
<td>23. Sand/water</td>
<td>6</td>
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<tr>
<td>24. Dramatic play</td>
<td>6</td>
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<tr>
<td>25. Nature/science</td>
<td>6</td>
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<tr>
<td>28. Promoting acceptance of diversity</td>
<td>7</td>
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<tr>
<td>Interaction</td>
<td></td>
</tr>
<tr>
<td>29. Supervision of gross motor activities</td>
<td>5</td>
</tr>
<tr>
<td>30. General supervision of children (other than gross motor)</td>
<td>7</td>
</tr>
</tbody>
</table>
31. Discipline 5
32. Staff-child interactions 7
33. Interactions among children 7

Program Structure
34. Schedule 7
35. Free play 6
36. Group time 7

### 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>
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</table>

#### 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).**

The classroom did not have ample indoor space due to several crowded activity areas. There was limited space to move between the tables and chairs as well as the adjacent easel and shelves for table play materials. In addition, the area used for books was located in the active dramatic play area, had limited space to lounge and relax and was not protected form active play.

5.3 **Space is accessible to children and adults with disabilities.**

The space was not accessible to persons with limited use of hands when the half door to the the central hallway, leading to the classrooms, had a knobbed handle and could only be accessed from one side of the half door.

2. Furniture for routine care, play, and learning 4

5.1 **Most furniture is child-sized.**

Just 3 of 8 children sat comfortably in the chairs at the tables. Children's toes could not touch the floor when fully seated and the tables were too high for some.

3. Furnishings for relaxation and comfort 4

5.3 **Most soft furnishings are clean and in good repair.**

The large fabric covered cushions in the outdoor cozy area were soiled.

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).**

There was a quiet book area in the active dramatic play area and an additional book area was located next to an active area with building materials.
5. Space for privacy

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

The only space set aside for privacy (ie the sand table and art easel) were located in the classroom and were not accessible to the children for a substantial portion of the day.

8. Gross motor equipment

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

Gross motor equipment was not made accessible to the children for at least one hour on days when bad weather did not permit the children to go outside. Teacher reported that the children played in centers inside.

Personal Care Routines

9. Greeting/departing

5.1 Each child is greeted individually (Ex. staff say "hello" and use child's name; use child's primary language spoken at home to say "hello").

During the observation, a child who arrived during outdoor gross motor play was not greeted upon his arrival.

10. Meals/snacks

3.3 Sanitary conditions usually maintained.

Attempts were made, however, most of the children did not properly wash their hands before and after meals. Also, the sinks were used for all handwashing and were not consistently sanitized between different uses.

11. Nap/rest

3.2 Sanitary provisions for nap/rest (Ex. area not crowded, clean bedding).

Some of the mats for resting were not spaced at least 18 inches apart when arranged for the group rest time. In addition some of the children's bedding that was stored on the folded mats in individual vertical cubbies, touched other children's bedding.

12. Toileting/diapering

1.1 Sanitary conditions of area are not maintained (Ex. toilet/sinks dirty; diapering table/potty chairs not sanitized after each use, toilets rarely flushed).

Sanitary conditions were not maintained when:
- Wipes were not removed from the container before the diapering process began.
- Clean pull-ups were placed on top of a garbage can lid in the bathroom during the changing process.
- The teachers were not well prepared with plastic bags for soiled clothes, an extra change of clothes, or wipes when changing toddlers in the bathroom.
- The teachers changed toddlers with pull-ups in the bathroom while standing up and did not wipe each child clean before a new pull up was put on.
- The toilets were not always flushed after each use by the children.
- The same sink used for handwashing during diapering in the classroom as well as other hardwashing uses, was not consistently sanitized between uses.
1.3 Handwashing often neglected by staff or children after toileting/diapering.
   Although attempts were made, the children did not wash their hands properly after toileting or after being diapered. The teachers did not consistently properly wash their hands after diapering or helping children with toileting.
   The children’s hand nor the teacher's hands were wiped with a baby wipe after the soiled diaper was removed from the child and before a clean diaper or clothing were applied.

3.1 Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled.
   Adequate handwashing was not observed when:
   - The children did not wash their hands after playing with sand in the classroom or after blowing their nose.
   - All teachers did not wash their hands upon re-entry into the classroom from the outdoors.

3.1 No major safety hazards indoors or outdoors.
   In the classroom, itch relief ointment was accessible to the children when kept in a child’s open cubby. All medications to include over the counter medicines and ointments must be stored in a locked cabinet or container out of reach of the children.

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).
   During the observation, concepts were not introduced to the children using both words and concrete experiences at least twice.

Activities

20. Art  4

5.1 Many and varied art materials accessible a substantial portion of the day.
   There were many and varied art materials, but they were not accessible to the children for a substantial portion of the day.

26. Math/number  4

5.1 Many developmentally appropriate materials of various types accessible (Ex. materials for counting, measuring, learning shape and size).
   There were not enough materials for counting available to the children.

5.2 Materials are accessible for a substantial portion of the day.
   Since indicator 5.1 was not achieved, credit could not be given for 5.2.