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: 8
# Children Present: 8

Date: 08/18/2011
Assessor: NL - Louisiana Quality Start Child Care Rating System
Classroom: Three Year Old's
Teacher(s): Becky Eislerloh, Jennifer Glynn
Youngest Birthdate: 10/28/2008
Oldest Birthdate: 07/08/2007

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>4.23</th>
<th>Social-Emotional Subscale Score:</th>
<th>3.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score:</td>
<td></td>
<td>Language-Reasoning</td>
<td>4.00</td>
</tr>
<tr>
<td>Space and Furnishings</td>
<td>3.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td>3.00</td>
<td>Interaction</td>
<td>4.20</td>
</tr>
<tr>
<td>Language-Reasoning</td>
<td>4.00</td>
<td>Program Structure</td>
<td>2.67</td>
</tr>
<tr>
<td>Activities</td>
<td>6.11</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td>Program Structure</td>
<td>2.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and Staff</td>
<td>N/A</td>
<td></td>
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</tr>
</tbody>
</table>

General Comments

Children and parents were greeted warmly by the teachers upon arrival to the class. The teachers seemed to enjoy being with the children. Numerous communication activities occurred during group times in which the teachers drew communication from the children by asking questions that encouraged children to give more complex answers, but not during free play. The teachers introduced simple concepts in a developmentally appropriate manner using words and concrete examples. Logical relationships were discussed with the children while the children played with materials that stimulated reasoning. However, the teachers did not encourage the children to talk through their reasoning when solving problems. The children were allowed to talk freely throughout the day. Many instances in which the teachers and children participated in turn-taking conversations occurred during routines and free play. Children were allowed to form natural groupings during free play and choose the materials with which to play. Children were briefly left unsupervised while walking to the restroom and while in the restroom alone.

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space and Furnishings</strong></td>
<td></td>
</tr>
<tr>
<td>3. Furnishings for relaxation and comfort</td>
<td>7</td>
</tr>
<tr>
<td><strong>Personal Care Routines</strong></td>
<td></td>
</tr>
<tr>
<td>9. Greeting/departing</td>
<td>7</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
</tr>
<tr>
<td>20. Art</td>
<td>6</td>
</tr>
<tr>
<td>21. Music/movement</td>
<td>7</td>
</tr>
<tr>
<td>23. Sand/water</td>
<td>6</td>
</tr>
<tr>
<td>24. Dramatic play</td>
<td>7</td>
</tr>
<tr>
<td>25. Nature/Science</td>
<td>7</td>
</tr>
<tr>
<td>26. Math/number</td>
<td>7</td>
</tr>
<tr>
<td>28. Promoting acceptance of diversity</td>
<td>7</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td></td>
</tr>
<tr>
<td>31. Discipline</td>
<td>5</td>
</tr>
<tr>
<td>32. Staff-child interactions</td>
<td>7</td>
</tr>
</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 rationales 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>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Indoor space</td>
<td>4</td>
<td>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). To earn credit for this indicator, there must be plenty of space for children to use the materials as well as for the materials and furniture needed in almost all of the activity areas, including routines. Enough space to place all mats 36 inches apart for nap/rest was not available.</td>
</tr>
</tbody>
</table>
4. Room arrangement for play

5. Space for privacy

3.1 **Sufficient furniture for routine care, play, and learning.**

This indicator requires that there is enough furniture for naps, meals, diapering/toileting, storing children's possessions, and for their learning needs. A changing table was not accessible, which caused the teacher to change a child's diaper while standing. Since a changing table was not available, credit was not earned.

5.1 **At least three interest centers defined and conveniently equipped (Ex. water provided near art area; shelving adequate for blocks and manipulatives).**

To earn credit for this indicator, there must be at least three defined activity areas with enough space to play and storage for materials of a particular type of activity. Only two conveniently equipped defined activity areas were present, dramatic play and the reading area. Since at least three interest areas were not evident, credit was not earned.

5.2 **Quiet and active centers placed to not interfere with one another (Ex. reading or listening area separated from blocks or housekeeping).**

This indicator requires that quiet areas, where children may sit or concentrate on an activity, such as using fine motor materials, listening to or looking at a story, or drawing, are separated by physical space from areas that involve active or loud playing, such as blocks, musical instruments, and pretend play. The tables used for fine motor, art and nature/science play, which are considered quiet, were located near the block area. These areas were not separated by enough space. In addition, quiet fine motor materials were stored with blocks and musical materials. Since all quiet and active play areas were not separated by physical space, credit was not earned.

3.2 **Space for privacy can be easily supervised by staff.**

This indicator requires that teachers can easily supervise all spaces they set up for privacy or that children find on their own. Outdoors, children went under a large climb/slide structure or behind a playhouse to be alone, and were often unseen by the teachers. Since the spaces children used for privacy were difficult for teachers to supervise, credit was not earned.
6. Child-related display

7. Space for gross motor play

8. Gross motor equipment

5.2 Most of the display is work done by the children.
This indicator requires that at least half of the display is work done by the children, such as art or projects. The classroom display did include some examples of individual art activities children completed. However, more than half of the display in the classroom consisted of commercially made or teacher prepared materials, such as: class charts, animals, flowers etc. Since 50% of the display was not work done by the children, credit was not earned.

5.3 Space is organized so that different types of activities do not interfere with one another (Ex. play with wheel toys separated from climbing equipment and ball play).
To earn credit for this indicator, the space used for gross motor play must be organized so that different types of activities do not interfere with one another. Although the outdoor area had a bike path, the path circled around a large climb/slide structure. Children often rode the trikes close to the large climb/slide structure. In addition, a playhouse, with a slide, was right next to the sand box. The two activities were not separated so that they would not interfere with one another. Since the space used for gross motor play was not organized so that different types of activities did not interfere with one another, credit was not earned.

Personal Care Routines

10. Meals/snacks

5.1 There is enough gross motor equipment so that children have access without a long wait.
To earn credit for this indicator, enough interesting options in gross motor equipment must be accessible to children, so they can make satisfying choices without having to wait long periods. Enough gross motor equipment was evident outdoors; however, balls were the only material reported to be used indoors when severe weather prohibited children from playing outdoors. Since enough gross motor equipment is not available indoors, credit was not earned.

3.3 Sanitary conditions usually maintained.
To earn credit for this indicator, teachers need to maintain sanitary conditions in three categories; handwashing, eating surfaces, and uncontaminated foods. The children lathered their hands for less than ten seconds outside the stream of water during handwashing before breakfast. After breakfast, children touched play materials before they washed their hands. Since proper handwashing procedures were not followed, credit was not earned.

11. Nap/rest

5.3 All cots or mats are at least 3 feet apart or separated by a solid barrier.
To earn credit for this indicator, teachers must act to reduce the amount of exposure children have to germs and illnesses by spacing children's cots at least 36” apart or separating them by a solid barrier. The teacher reported that the mats are separated by solid barriers, such as toy shelves and soft couches during nap. However, the space was shared with another class.
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).

This indicator focuses on sanitary conditions related to toileting and diapering which must be maintained to prevent the spread of germs from contact with urine or stool to the teacher's or child's hands, or any other surface the children and staff might touch. The teacher did not wipe soil from her hands or the hands of the child before applying a clean diaper to help prevent spreading contaminants from the diaper change. The teacher changed the child while he was standing, rather than using a changing table. Since the proper diapering procedure was not used, this indicator was scored "Yes."

1.3 Handwashing often neglected by staff or children after toileting/diapering.

This indicator focuses on when and how hands are washed after toileting or diapering. Handwashing is considered neglected when adults' and children's hands are not washed correctly at least 75% of the time. Although attempts at handwashing were made, the children scrubbed their hands outside the flow of water for less than 10 seconds before rinsing. Since handwashing using proper procedures did not take place, this indicator was scored "Yes."

1.4 Inadequate or unpleasant supervision of children.

This indicator is scored "Yes" when the teachers do not monitor to protect the safety of the children or to ensure that sanitary procedures are carried out. The teachers did not ensure that the children washed their hands properly after using the toilet, as noted in indicator 1.3 for this item. Furthermore, children were unsupervised when walking to the bathroom, and briefly while in the bathroom. Since supervision was not adequate to ensure the children's safety or that sanitary conditions were maintained, this indicator must be scored "Yes."

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 the teachers and children to wash their hands, using proper procedures, 75% of the time when needed. There are four categories of handwashing that must be observed to score this indicator: (1) Upon arrival into classroom and re-entering classroom, (2) Before and after water play or after messy play, (3) After dealing with bodily fluids, and (4) After touching contaminated objects and surfaces, such as trash cans lids and pets. Upon arriving into the class, the children scrubbed their hands outside the flow water for less than 10 seconds before rinsing or applied soap to their hands before wetting them. Children did not wash their hands before they touched play materials.
or scrubbed their hands outside the flow water for less than 10 seconds before rinsing, after using art materials and after sand play. In addition, children did not wash their hands after touching contaminated objects (fish food and the fish tank). Since proper handwashing procedures were not followed at least 75% of the time, credit was not earned for this indicator.

3.2 Adequate supervision to protect children's safety indoors and outdoors.

This indicator requires children to be continuously monitored during play and routines. Children may not be left unsupervised for any amount of time. As noted in item twelve, children were briefly unattended in the bathroom and in the hallway. Since children were left unsupervised, credit was not earned.

Language-Reasoning

15. Books and pictures 4

5.3 Books organized in a reading center.

This indicator requires that books are accessible in a place meant for books for the children and is a suitable place for reading. To be organized, the front covers of the books should be visible to the children for easy selection; books should not be stacked one behind the other or where only the spine is shown. Books were stored on a graduated shelf stacked up five behind one another. Books were also upside down and backwards. Since books were not organized in a reading center, credit was not earned.

16. Encouraging children to communicate 4

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 ask children questions, listen to their answers and to follow up by asking them for more details to get longer and more complete answers. Although many communication activities were used during the observed group times, few were observed during free play. Children were asked questions related to their play, but were not questioned further to encourage longer, complete explanations. Since numerous instances of communication activities during play were not observed, credit was not earned.

17. Using language to develop reasoning skills 4

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).

To earn credit for this indicator, teachers must prompt children, at least twice, to explain their reasoning when solving problems while they play with materials designed to stimulate reasoning. Teachers talked to the children about concepts, such as shapes and same/different during group times, and as they played with materials during free play. However, children were not prompted with questions while solving logical concepts. Since the children were not prompted to talk through their reasoning when solving logical problems at least twice, credit for this indicator was not earned.
5.3 Staff add information to expand on ideas presented by children.

This indicator requires that the teachers add details or new, more exact words to build on ideas that the children express at least twice during the day. The teachers asked the children questions; however, they did not add information to the ideas and concepts expressed by the children. Since at least two instances of expansion were not observed, credit was not earned.

Activities

19. Fine motor

5.2 Materials are well organized (Ex. pegs and pegboards stored together, building toy sets stored separately).

This indicator requires that fine motor materials are stored together so that children can easily see and access the materials without undue effort. Fine motor materials were stored throughout the classroom with musical materials, blocks, and nature/science materials. Since fine motor materials were not well organized, credit was not earned.

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 the children to have access to a space, with storage and a flat surface, that is arranged to allow the children to play with blocks and accessories with minimal interruptions. The block area shared storage and play space with fine motor materials. In addition, no protection was provided to minimize interruptions from people walking through the block area from the door or tables. Since traffic and other materials interfered with block play, credit was not earned for this indicator.

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

This indicator requires a block area, as required in 5.3, that contains the space, blocks, and accessories required in 5.1, to be accessible to the children for a substantial part of the day, at least 1/3 of the total time any 1 child may attend the program. Since this program allows attendance between 7:30am-5:30pm, 1/3 of this time is 3 hours, 20 minutes. The requirements of 5.3 were not met. Since credit was not earned for indicator 5.3, credit was not earned for this indicator.

Interaction

29. Supervision of gross motor activities

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).

To earn credit for this indicator, teachers must have an awareness of the play environment and apply their knowledge to prevent accidents before they occur, both before and during gross motor activity. Teachers allowed children to climb up slides. Children also rode off of a bike path and close to a large climb/slide structure. During these lapses, the teachers were taking children to the bathroom, working with individual or
small groups of children, or were not positioned to see all the children. Since teachers did not act to ensure the children’s safety, 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).

To earn credit for this indicator, teachers must help children learn new skills needed to use gross motor equipment, or practice skills they need more help with. One instance must be observed. The children were not helped with gross motor equipment. Since no instances of teachers assisting children to develop the skills needed to use gross motor equipment were observed, credit was not earned.

3.1 Sufficient supervision to protect children's safety.

This indicator requires sufficient supervision to protect the children's safety during both routines and play, and it requires staff to be positioned to see and monitor the children in all areas. Lapses in supervision occurred when the teachers were not positioned to see all the children or when they were busy working with one child or a small group. During these times, children competed over materials, threw sand, and were unattended in the hall and bathroom. These instances were often missed by teachers or their reactions were delayed. Since the teachers did not maintain visual supervision to protect the children, credit was not earned for this indicator.

5.2 Staff help children develop appropriate social behavior with peers (Ex. help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others).

This indicator requires that teachers go beyond stopping conflicts. They must help children to develop appropriate social behaviors with other children like problem solving, vocalizing feelings, and understanding the feelings of others. Teachers stopped conflicts and reminded children to share or be nice to each other. However, children were not helped to understand the feelings of others nor were they encouraged to talk through their problems. Since teachers did not help children develop appropriate social behaviors with their peers, credit was not earned.

Program Structure

34. Schedule

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 occur daily for 1 hour each in full day programs of 8 hours or more. Children play indoors for at least one hour daily. However, according to the teacher interview, children do not go outdoors when the temperature is 40 degrees or lower, which is not a "weather permitting" reason to keep children from going outdoors. Since at least 1 hour of outdoor play does not occur daily when the weather is favorable, credit was not earned.
3.1 Some free play occurs daily indoors and outdoors, weather permitting.
To earn credit for this indicator, children must be able to participate in free play both indoors and outdoors (weather permitting) for at least 1 hour daily. The children do not go outside when the temperature is 40 degrees or lower, which does not correspond with the definition of "weather permitting". Since free play does not occur outdoors, weather permitting, 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 gatherings are suited to the children’s individual needs, promote positive peer interactions, and that children are not required to participate when not interested. During teacher directed whole-group activities, the children looked around and turned around not interested in the activity. The assistant teacher held children to get them to stay in the group, and children who left the group were asked to return. The teachers did not end group times when children became disinterested. Since whole-group activities were not suited to the needs of the children, credit was not earned.