Louisiana Quality Start Child Care Rating System
ITERS-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: 9
# Children Present: 9

Date: 04/20/2009
Assessor: AR - Louisiana Quality Start Child Care Rating System
Classroom: Toddler I
Teacher(s): Debbie Lansou, Becky Scott
Oldest Birthdate: 05/22/2007

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

<table>
<thead>
<tr>
<th>Score Overview</th>
<th>Overall Score</th>
<th>Social-Emotional Subscale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space and Furnishings</td>
<td>4.20</td>
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<tr>
<td>Personal Care Routines</td>
<td>3.33</td>
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<tr>
<td>Listening and Talking</td>
<td>5.00</td>
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<tr>
<td>Activities</td>
<td>4.67</td>
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<tr>
<td>Interaction</td>
<td>6.50</td>
<td>Interaction</td>
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<tr>
<td>Program Structure</td>
<td>5.00</td>
<td>Program Structure</td>
</tr>
<tr>
<td>Parents and Staff</td>
<td>NA</td>
<td>5.00</td>
</tr>
</tbody>
</table>

General Comments

The children and parents were greeted warmly and information about each child was shared. The teachers provided a relaxed and comfortable atmosphere that encouraged the parents to stay and interact with the class. The teachers read to the toddlers both as a formal group and informally to individual children. Many and varied books were accessible to the toddlers for much of the day. However, group story times were a little crowded at times. Communication was encouraged and the teachers often spoke to the toddlers about their experiences during both routines and play. The teachers generally responded to the toddlers in a timely manner, and words were added to ideas expressed or attempted to be expressed by the toddlers. However, the class shared space with a neighboring toddler class separated only by a half wall, which increased the noise level and made speaking and hearing in normal tones difficult. Many turn taking conversations between the teacher and the toddlers were not observed.

Peer interaction was encouraged and the teachers explained toddlers behavior and intentions on several occasions. However the teachers did not point out instances of positive social interactions and did not explain the effects of actions on others. The teachers provided many play opportunities both quiet and active for the toddlers much of the day and interactions were warm and responsive. However, the toddlers had to wait several minutes with nothing to do before the lunch meal was served. Play space outdoors also did not meet appropriate safety codes for play equipment.

Items Marked Not Applicable

Item

Activities

23. Use of TV, video, and/or computer
Program Structure
32. Provisions for children with disabilities

Parents and Staff
33. Provisions for parents
34. Provisions for personal needs of staff
35. Provisions for professional needs of staff
36. Staff interaction and cooperation
37. Staff continuity
38. Supervision and evaluation of staff
39. 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.*

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<td><strong>Space and Furnishings</strong></td>
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<tr>
<td>2. Furniture for routine care and play</td>
<td>7</td>
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<tr>
<td><strong>Personal Care Routines</strong></td>
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<tr>
<td>6. Greeting/departing</td>
<td>7</td>
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<tr>
<td><strong>Listening and Talking</strong></td>
<td></td>
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<tr>
<td>13. Helping children use language</td>
<td>6</td>
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<tr>
<td>14. Using books</td>
<td>7</td>
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<tr>
<td><strong>Activities</strong></td>
<td></td>
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<tr>
<td>15. Fine motor</td>
<td>7</td>
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<tr>
<td>17. Art</td>
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<tr>
<td>18. Music and movement</td>
<td>6</td>
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<tr>
<td><strong>Interaction</strong></td>
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<tr>
<td>25. Supervision of play and learning</td>
<td>7</td>
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<tr>
<td>26. Peer interaction</td>
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<tr>
<td>27. Staff-child interaction</td>
<td>7</td>
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<tr>
<td>28. Discipline</td>
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<tr>
<td><strong>Program Structure</strong></td>
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<tr>
<td>30. Free play</td>
<td>6</td>
</tr>
<tr>
<td>31. Group play activities</td>
<td>5</td>
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</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.

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</table>
| 1. Indoor space | 2 | 3.2 Adequate lighting, temperature control, and sound-absorbing materials.  
The classroom was used by two classes and separated by a half wall, not an appropriate sound barrier between classrooms. |
| 3. Provision for relaxation and comfort | 4 | 5.2 Cozy area protected from active play.  
The cozy area was not protected from active play.  
There were no physical barriers to keep toddlers from being active in the quiet cozy area. |
| 4. Room arrangement | 4 | 5.3 Areas for quiet and active play separated (Ex. young infants protected from more mobile children; books and quiet toys separated from climbing or running spaces).  
The quiet and active areas for play were not separated or protected to prevent interruption. |
| 5. Display for children | 4 | 5.4 Staff talk to the children about displayed materials.  
During the observation, the teachers were not observed talking to the toddlers about the displayed materials. |
| **Personal Care Routines** | | |
| 7. Meals/snacks | 4 | 5.1 Children fed separately or in very small groups.  
Toddlers were fed together as a whole group of 9 for snack and lunch.  
5.3 Basic sanitary procedures usually practiced, with only a few lapses.  
- Toddlers' soiled hands were wiped with an individual wet washcloth then their faces were wiped with the same washcloth.  
- The same sink was used for all hand washing and was often not sanitized in between diapering and food-related uses.  
- The high chair tray table was not immediately cleaned prior to being used. |
| 8. Nap | 1 | 1.1 Provisions for nap not appropriate (Ex. too early or too late; crowded area; sleeping children disturbed by loud noise, bright lights, or other children; young infants put to sleep on stomach; soft pillows used with infants; infant's head covered).  
All of the mats were less than 36 inches apart when arranged for the group rest time. |
9. Diapering/toileting 2

3.1 Sanitary conditions are maintained at least half of the time (Ex. if 1 sink is used, it is sanitized between diapering/toileting and food-related use; potty chairs are emptied after each use and sanitized in a separate sink used only for that purpose).
   The same sink was used for all handwashing, but was sanitized in between diapering and food-related use just once.

3.3 Staff and children usually wash hands after diapering/toileting.
   The teacher washed her hands after each diaper change, but hands were often re-contaminated by cleaning the changing surface after handwashing.

10. Health practices 2

3.2 Hands of children and staff washed at least 75% of the time when needed to protect health.
   - Toddlers did not immediately wash their hands upon re-entry to the classroom from the outdoors. Toddlers played with toys and touched the tables before washing their hands.
   - Toddlers nor teachers washed their hands after dealing with bodily fluids.

11. Safety practices 4

5.1 No safety hazards that could cause serious injury indoors or outdoors.
   Outdoors in the active physical play area, there was a fixed rubber protective surfacing under two 24 inch tall plastic dinosaurs the toddlers could climb on. There was no certificate or written statement from the manufacturer available to verify that the protective surfacing met the ASTM F1292 requirements.

Listening and Talking

12. Helping children understand language 2

3.2 Reasonably quiet in room so children can hear language.
   Due to the classroom being shared by two classrooms, there was constant noise present.

Activities

16. Active physical play 2

3.3 Some appropriate materials and equipment used daily; materials/equipment generally in good repair.
   The outdoor active physical play area did not have protective surfacing under equipment with height that could be verified as safe, as previously indicated in item 11.

20. Dramatic play 4

5.3 Materials are organized by type (Ex. play dishes in separate container; dolls stored together; dress-up hats and purses hung on pegs).
   The dramatic play materials were not organized by type, but rather randomly kept in open storage containers and hung on hooks on the wall.
5.2 Variety of toys used for sand/water play.

There were a few vehicles and containers and a shovel for sand play, but there was not a variety of toys for sand/water play available to the toddlers.

5.2 Some daily experiences with living plants or animals indoors (Ex. plant in the room to look at; staff point out trees, flowers, or birds from window; children visit aquarium).

There were fish in a fish tank in the classroom, but that was the only experience the toddlers had with living plants or animals indoors.

5.3 Everyday events used as a basis for learning about nature/science (Ex. talking about the weather; pointing out insects or birds; blowing bubbles; watching rain or snow fall).

The teachers were not observed using every day events with nature as a basis for the toddlers to learn about nature/science.

5.2 Dolls representing at least 3 races accessible (Ex. skin tones or facial features).

The dolls available to the toddlers represented just two different races, but not three.

5.4 No long periods of waiting during transitions between daily events.

There was more than 3 minutes of wait time with nothing to do for a few toddlers while waiting for the lunch meal to be served.
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Address: 2020 Calhoun (Loyola University
New Orleans)
New Orleans, LA 70118
License Number: 1856
Parish: Orleans

# Children Enrolled: 6
# Children Present: 5

Date: 04/22/2009
Assessor: SH - Louisiana Quality Start Child Care Rating System
Classroom: Infant
Teacher(s): Jacqueline Pittman, Daisy Guadiana
Youngest Birthdate: 09/07/2008
Oldest Birthdate: 02/19/2008

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<tr>
<td>Social-Emotional Subscale Score: 3.11</td>
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<tr>
<td>Space and Furnishings: 3.60</td>
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<tr>
<td>Personal Care Routines: 4.17</td>
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<tr>
<td>Program Structure: 1.50</td>
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General Comments

The children and parents were greeted warmly and information about each infant was shared. The teachers provided a relaxed and comfortable atmosphere that encouraged the parents to stay and interact with the class and separation was handled sensitively. However an accurate written report about each infant’s routine care needs was not documented as routines occurred.

The teachers read to the infants informally and book reading time was warm and interactive, with participation encouraged only when the infants were interested. However, books were not accessible to all the infants much of the day when one infant was confined to an exersaucer for long periods of time. A variety of play materials were not accessible to all the infants for much of the day. Language was encouraged and the teachers talked with the infants frequently during play. However, talk was not frequently heard during all routines. Communication was meaningful to the infants and responses to their attempts to communicate were personalized and timely. The teachers were skillful at interpreting the communication attempts of the infants and simple descriptive words for items and actions taken with the toddlers were used.

The schedule provided a balance of quiet and active as well as indoor and outdoor play experiences. The teachers genuinely enjoyed the infants and showed much physical and verbal warmth when interacting with them. However the individual play needs and appropriate peer interaction of all the infants were not met when the youngest infant in the group spent much time in an exersaucer both indoors and during the entire outdoor play time. The play space outdoors used by this infant group also presented several safety hazards.

Items Marked Not Applicable

Item
Activities
21. Sand and water play
23. Use of TV, video, and/or computer

**Program Structure**
31. Group play activities
32. Provisions for children with disabilities

**Parents and Staff**
33. Provisions for parents
34. Provisions for personal needs of staff
35. Provisions for professional needs of staff
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<td>8. Nap</td>
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1. Indoor space
   3.1 Enough indoor space for children, adults, and furnishings.
   There was not enough space in the room for the storage of high chairs, and not enough open play space or accessible storage of adequate play materials for the infants.
2. Furniture for routine care and play
   3.2 Enough furniture for play.
   There was not enough furniture for play when some toys, such as soft animals and soft stacking rings, were stored under cribs on the floor.
3. Provision for relaxation and comfort
   5.1 Special cozy area accessible much of the day.
   A special cozy area was not accessible to the infants/toddlers for much of the day.
   5.3 Many soft toys accessible much of the day.
   Many soft toys were not accessible to the infants/toddlers for much of the day.
4. Room arrangement
   5.2 Arrangement of room makes it possible for staff to see all children at a glance (Ex. all play spaces easily visible during diapering or food preparation).
   When teachers had their backs turned to wash hands or complete diapering, they could not see the children playing in the corner area near the door. Also, when one teacher was alone in the room, she could not easily monitor all children in all areas.
   5.4 Toys are stored for easy access by children (Ex. on low open shelves; in containers that can be placed near non-mobile child).
   Toys were not stored for easy access by the infants/toddlers. Toys were stored in containers, under cribs that were hard for the infants/toddlers to reach.

Personal Care Routines
6. Greeting/departing
   5.3 Written record of infant's daily feeding, diapering, and naps available for parents to see.
   A written record of the infant's daily activities was not completed as the activities occurred.
7. Meals/snacks
   5.3 Basic sanitary procedures usually practiced, with only a few lapses.
   Although hands were washed, they were not consistently and completely dried. Attempts were made to sanitize the same sink between different uses. However, there were instances observed in which the same sink used for handwashing during diapering and for feeding and food preparations was not sanitized in between.
9. Diapering/toileting
   5.1 Sanitary conditions usually maintained, with only a few lapses.
   Infants/toddlers and teachers hands were not consistently wiped during the diapering process. Also, the same sink was not always sanitized between each different use.
5.3 Provisions convenient and accessible (Ex. steps to reach sink and toilet; handrail for child with disability; toileting area adjacent to room; easy-to-reach storage for diapering next to changing table; changing table is comfortable for staff to use).

There was no separate sink used only for diapering and toileting to minimize sanitation issues. There were also no steps or a platform near the sink to assist infants/toddlers with handwashing.

10. Health practices

3.4 All medications administered properly.

Non-prescription medications, such as diaper cream and teething ointment, were not administered properly. Although parents gave permission for these medications to be used, the medications were not prescribed for a particular infant/toddler, by the infants/toddlers health care provider.

11. Safety practices

3.4 All medications administered properly.

11. Safety practices

5.1 No safety hazards that could cause serious injury indoors or outdoors.

Indoors, the side of the diapering table was less than 6 inches. Outdoors, the cushioning surface under the climbing equipment of height, measuring over 18 inches, was not sufficient.

Listening and Talking

12. Helping children understand language

5.1 Staff talk to the children frequently throughout the day during both routines and play.

Teachers did not talk to the infants frequently during routines, such as meals.

14. Using books

1.1 Fewer than 6 appropriate infant/toddler books accessible daily for much of the day.

One non-mobile infant was not provided free access to use books for at least 32 minutes during the observation when confined to an exersaucer and teacher did not bring books to the infant.

Activities

15. Fine motor

5.1 Many and varied appropriate fine motor materials accessible for much of the day.

Varied fine motor materials were not accessible to the infants/toddler for much of the day when materials were stored in open bins under the cribs. The mobile toddlers could not easily reach and select various items without the teacher’s assistance.

16. Active physical play

3.2 Some space for outdoor physical play used by infants/toddlers at least 3 times a week, year-round, except in very bad weather.

Some physical space was not used outdoors by all infants/toddlers when one non-mobile infant was confined to an exersaucer for over 30 minutes.

18. Music and movement

5.1 Many pleasant sounding musical toys and/or instruments accessible daily, for much of the day.

Although many music materials were available, these items were not accessible to the infants/toddlers for much of the day.
19. Blocks

3.1 At least 1 set of blocks (6 or more blocks of the same type) accessible daily.
   At least 1 set of blocks was not accessible daily.

3.2 Some accessories for blocks accessible daily.
   Some accessories were not accessible for use with blocks daily.

3.3 Blocks and accessories accessible much of the day.
   Blocks and accessories were not accessible for much of the day.

20. Dramatic play

3.1 Some age-appropriate dramatic play materials accessible, including dolls and soft animals.
   Although several soft bodied dolls were stored in open plastic containers under a crib, at least 2 dolls were not accessible to the infants/toddlers during the observed play. Only one doll was out in the open play space that remained accessible to the infants.

3.2 Materials accessible daily for much of the day.
   This indicator can not receive credit when 3.1 was not met.

22. Nature/science

3.3 Some opportunities to experience the natural world daily, either indoors or outdoors.
   Although the children went outdoors, at least two additional opportunities to experience nature was not provided indoors when weather conditions prohibited outside access.

24. Promoting acceptance of diversity

5.1 Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non-stereotyping roles).
   Books that did promote diversity were not easy for the infants to access. Also, the soft dolls that were kept in an open plastic bin, under the crib near the book shelf, were also not easy for the infants to see and access.

5.2 Dolls representing at least 3 races accessible (Ex. skin tones or facial features).
   There were several races evident in the dolls, but they were not accessible and visible to the infants.

Interaction

25. Supervision of play and learning

5.4 Staff give children help and encouragement when needed (Ex. help child who is wandering to get involved in play; help baby access toy on shelf).
   During the outside time, the teachers did not provide the non-mobile infant with enough activities to be engaged in meaningful play.

26. Peer interaction

3.1 Peer interaction is possible much of the day (Ex. non-mobile infants have supervised play near others; toddlers allowed to form natural groupings).
   Peer interaction was not possible much of the day when infants/toddlers played in small crowded areas, and during outdoor play, a non-mobile infant was confined in exersaucer, which did not allow appropriate peer interaction.
3.3 Expectations are generally realistic and based on age and ability of children (Ex. sharing is not forced although it may be talked about; children not expected to wait for long periods).

*Expectations were unrealistic when one non-mobile infant was expected to sit in an exersaucer for more than 30 minutes during the observation, with limited access to play materials.*

3.2 Staff provide play activities as part of the daily schedule.

*The teacher did not provide play activities where all children were actively involved for much of the day. One infant was confined to an exersaucer for over 30 minutes, as previously noted in item 25, 26 and 28.*

3.1 Free play occurs daily, indoors and outdoors, weather permitting.

*At least one hour of free play was not provided for the non-mobile infant outdoors when she was confined, as previously noted in items 16, 25, 26, and 29.*

3.3 Adequate toys, materials, and equipment accessible for free play.

*Adequate toys were not accessible for free play, as previously noted in items 14, 15, 16, 18, 19, 20, 22, and 24.*