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: 06/16/2010
Assessor: AR - Louisiana Quality Start Child Care Rating System
Classroom: Toddler Twos
Teacher(s): Rhonda Soublet, Jean Landry
Youngest Birthdate: 03/11/2008
Oldest Birthdate: 10/30/2007

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

Score Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Subscale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>4.13</td>
<td>5.10</td>
</tr>
<tr>
<td>Space and Furnishings</td>
<td>3.80</td>
<td></td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>Listening and Talking</td>
<td>5.00</td>
<td>Listening and Talking</td>
</tr>
<tr>
<td>Activities</td>
<td>4.44</td>
<td>5.00</td>
</tr>
<tr>
<td>Interaction</td>
<td>4.75</td>
<td>4.75</td>
</tr>
<tr>
<td>Program Structure</td>
<td>5.67</td>
<td>5.67</td>
</tr>
<tr>
<td>Parents and Staff</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

General Comments

The children and parents were greeted warmly upon arrival into the class. Information related to the children's health and/or safety was shared between the parents and the teachers. Sufficient, clean and well-maintained indoor space was provided to accommodate the maximum number of children enrolled, teachers, and furniture needed for the class to function adequately. Many colorful pictures and posters were displayed throughout the class; however, there were no hanging three dimensional objects for the children to look at. The teachers were warm and seemed to enjoy being with the children. The teachers talked to the children during play and routines using simple, descriptive words and sentences the children could easily understand. The teachers added words to their actions when responding to the children throughout the day. The teachers were skillful at interpreting the children's attempts to communicate and frequently followed through to satisfy the children's needs or wants. Toys and materials were accessible for much of the day. The children were allowed to interact with one another throughout the day. The children were fed, diapered, and allowed to take a nap on individual schedules. Transitions were usually smooth; however, a lengthy wait did occur after lunch when the children did not have any materials accessible to them for longer than three minutes. Free play occurs indoors and outdoors on a daily basis, when the weather is favorable. Lapses of adequate supervision occurs when one teacher is in the class and uses the diapering table and sink which requires her back to be turned towards the remaining children at play.

Items Marked Not Applicable

Item

Activities

23. Use of TV, video, and/or computer

Program Structure

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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.`

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space and Furnishings</td>
<td></td>
</tr>
<tr>
<td>2. Furniture for routine care and play</td>
<td>7</td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td></td>
</tr>
<tr>
<td>6. Greeting/departing</td>
<td>7</td>
</tr>
<tr>
<td>Listening and Talking</td>
<td></td>
</tr>
<tr>
<td>12. Helping children understand language</td>
<td>5</td>
</tr>
<tr>
<td>13. Helping children use language</td>
<td>6</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>15. Fine motor</td>
<td>6</td>
</tr>
<tr>
<td>18. Music and movement</td>
<td>7</td>
</tr>
<tr>
<td>20. Dramatic play</td>
<td>6</td>
</tr>
<tr>
<td>24. Promoting acceptance of diversity</td>
<td>7</td>
</tr>
<tr>
<td>Interaction</td>
<td></td>
</tr>
<tr>
<td>26. Peer interaction</td>
<td>5</td>
</tr>
<tr>
<td>27. Staff-child interaction</td>
<td>7</td>
</tr>
<tr>
<td>28. Discipline</td>
<td>5</td>
</tr>
<tr>
<td>Program Structure</td>
<td></td>
</tr>
<tr>
<td>30. Free play</td>
<td>6</td>
</tr>
<tr>
<td>31. Group play activities</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>
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</tbody>
</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 made up of free standing shelves. There was not an appropriate sound barrier between classrooms. |
| 3. Provision for relaxation and comfort | 4     | 5.2 Cozy area protected from active play.  
The cozy areas were not placed away from active physical play or separated by physical barriers to keep children from being active in the quiet cozy areas.         |
| 4. Room arrangement                | 2     | 3.2 Arrangement of room allows visual supervision of children without major difficulties (Ex. separate sleep room always supervised; no out-of-view corners or high shelves that hide children).  
There was only one teacher present with the children during the first hour and a half of each morning and during the last hour and fifteen minutes of each afternoon. When the only teacher in the classroom used the sink and/or diaper changing table, she faced the wall which did not enable her to see the children playing in the room behind her. |
| 5. Display for children            | 4     | 5.2 Mobiles and/or other colorful hanging objects for children to look at.  
Although children’s art work hung from the ceiling, there were no three-dimensional mobiles and/or hanging objects for the children to look at in the classroom. |
| 5.4 Staff talk to the children about displayed materials. |       |                                                                                                                                                                                                                       |
| **Personal Care Routines**        |       |                                                                                                                                                                                                                       |
| 7. Meals/snacks                   | 1     | 1.2 Food served does not meet nutrition guidelines or is not appropriate (Ex. foods that might cause choking; foods/beverages too hot).  
A child in the class was vegetarian and his parents provided his vegetarian food alternative. On the day of the observation, the child was not served a nutritional meat alternative in lieu of the poultry that was served for lunch. |
| 1.3 Basic sanitary procedures usually neglected. |       |  
-Children's hands were not washed properly and immediately before eating snack. Hands were lathered with soap and rinsed with water at the same time.  
Children played with toys/materials before eating.  
-Children's hands were not washed immediately after eating snack. Children played with toys/materials after eating snack and before washing their hands. |
- After eating lunch, children's face and hands were wiped with a wet washcloth, but their hands were not washed.
- The teachers did not wash their hands or they did not wash their hands properly before serving food. Hands were lathered with soap and rinsed with water at the same time.
- The tables were not immediately cleaned and sanitized before being used for snack.

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).

Eight of nine mats were spaced less than 36 inches apart when arranged for the group rest time. The sheet covered mats touched when stored in children's cubbies.

9. Diapering/toileting

1

1.1 Sanitary conditions of area are rarely maintained (Ex. potty chairs not sanitized; diapers not disposed of properly; diapering surface not sanitized after use; toilets not flushed).

- The same sinks were used for all handwashing, but were not sanitized after diapering/toileting use.
- The teacher's hands were not always wiped with a baby wipe after the soiled diaper was removed and before a new diaper was put on the child.

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

The children washed their hands after they were diapered, but they recontaminated their hands by touching the sink faucet handle with bare hands.

- The teachers did not wash their hands properly after diapering. Hands were lathered with soap and rinsed with water at the same time.

1.4 Inadequate or unpleasant supervision of children.

The teachers did not ensure that sanitary procedures, such as proper handwashing, were carried out.

10. Health practices

2

3.2 Hands of children and staff washed at least 75% of the time when needed to protect health.

- The teachers and children did not wash their hands upon arrival to the classroom.
- The teachers either did not wash their hands immediately and/or properly upon re-entry to the classroom from the outdoors. Hands were lathered with soap while being rinsed with water.
- The children did not wash their hands properly upon re-entry to the classroom from the outdoors. Hands were lathered with soap while being rinsed with water.
- The teachers did not wash their hands after wiping each child's face and hands with a wet washcloth after lunch.
- The children did not wash their hands after sneezing into their hands.
3.1 No more than 3 safety hazards that could result in serious injury indoors and outdoors, combined.
- Outdoors in the active physical play area, there was a rubber protective surfacing under five pieces of climbing equipment that ranged in height from 16 to 38 inches that children could climb on. There was no certificate or written statement from the manufacturer available to verify that the protective surfacing met the ASTM F1292 safety requirements.
- Three slides had exit regions of 4 to 6 inches long. The exit regions of slides should be 7 to 10 inches long to slow a child down upon their exit from a slide.

5.2 A wide selection of books is accessible.
There were no books about familiar routines evident in the classroom.

5.5 All space and equipment is appropriate for children.
- The outdoor active physical play area did not have an adequate protective surfacing that could be verified as safe under equipment with height, as previously indicated in item 11.
- Some of the slides did not have adequate exit regions to slow a child down when exiting the slide.

3.2 All art materials used with children are non-toxic, safe, and appropriate.
Glitter tempera paint and glitter finger paint were art materials that were used with the children. Glitter is considered an inappropriate art material because the sharp particles may cause eye injury.

5.3 Space used for toddler’s block play is out of traffic and has a steady surface.
Although the space for block play had a steady surface, it was not out of traffic. Children’s block play extended into the area used to walk to and from the front and back of the classroom.

3.3 Some toys used for sand/water play.
There were sea shells in the container with the sand for the children to use, but no other sand toys to dig, fill, scoop, pour, and experiment with the materials.

3.3 Some opportunities to experience the natural world daily, either indoors or outdoors.
There were fish in a fish tank in the classroom, but that was the only experience the children had with living plants or animals indoors. When the children did not go outdoors due to weather, the fish in the fish tank were the only opportunity the children had to experience nature daily.
3.1 Children are within sight, hearing, and easy reach of staff with no more than a few momentary lapses (Ex. staff quickly get materials from closet in room; staff call into building from door while supervising children on playground).

The teacher reported that there were times each day when only one teacher was present with the children in the classroom. When the only teacher present used the sink and diaper changing table she faced the wall and could not easily see the children playing behind her in the classroom.

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

After lunch, children waited for more than 3 minutes with nothing to do while they waited to be excused from the table to have their hands and faces wiped clean.