

ECERS-R Summary Report

Facility: Wonderland Child Development Center

Date: 05/07/2007

Address: 123 Easy Street
Wonderland, GA 55555

Assessor: RA - Pro Training

Classroom: Rainbow Room

License Number: 090909

Teacher(s): Alicen Wonderland, Queen O'Hearts

County: Hazzard

Children Enrolled: 16

Children Present: 14

Region: Southeast

Youngest Birthdate: 01/01/2004

Oldest Birthdate: 02/22/2003

Score Overview

Overall Score:	4.03
Space and Furnishings	4.88
Personal Care Routines	2.00
Language-Reasoning	4.25
Activities	3.70
Interaction	5.60
Program Structure	4.00
Parents and Staff	NA

Items Marked Not Applicable

Item

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.

Item

Score

Space and Furnishings

2. Furniture for routine care, play, and learning	7
3. Furnishings for relaxation and comfort	7
5. Space for privacy	5
6. Child-related display	5
8. Gross motor equipment	5

Language-Reasoning

16. Encouraging children to communicate	6
---	---

Activities

19. Fine motor	7
23. Sand/water	5

Interaction

29. Supervision of gross motor activities	5
30. General supervision of children (other than gross motor)	6
31. Discipline	5
32. Staff-child interactions	6
33. Interactions among children	6

Program Structure

35. Free play	5
36. Group time	5

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.

Item	Score	Indicator Rationale
Space and Furnishings		
1. Indoor space	4	<p>5.3 Space is accessible to children and adults with disabilities.</p> <p><i>While all doors were at least 32 inches wide, they all had round doorknobs, which are inaccessible to individuals with limited use of their hands.</i></p>
4. Room arrangement for play	4	<p>5.2 Quiet and active centers placed to not interfere with one another (Ex. reading or listening area separated from blocks or housekeeping).</p> <p><i>The book center, which is a quiet center, was located between the dramatic play and block centers, both of which are active centers.</i></p>
7. Space for gross motor play	2	<p>3.2 Gross motor space is generally safe (Ex. sufficient cushioning under climbing equipment; fenced in outdoor area).</p> <p><i>There were 3 inches of cushioning under the main climber. Based on the height of the climber and the cushioning material used, there must be a minimum of 6 inches of cushioning to receive credit for this indicator.</i></p>

Personal Care Routines

9. Greeting/departing	4	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"). <i>Two children were not greeted by either teacher when they entered the classroom.</i>
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). <i>While children washed their hands before eating, they did not wash their hands after eating. Children who use their fingers to feed themselves must wash their hands after eating as well. Additionally, the tables were not sanitized before afternoon snack.</i>
11. Nap/rest	1	1.2 Nap/rest provisions unsanitary (Ex. crowded area, dirty sheets, different children use same bedding). <i>Children rested directly on the floor, which is considered unsanitary.</i>
12. Toileting/diapering	2	3.3 Staff and children wash hands most of the time after toileting. <i>To meet the requirements of this indicator, children must wash their hands at least 75% of the time after toileting. While the children washed their hands 80% of the time after toileting, the adults washed their hands 50% of the time.</i>
13. Health practices	2	3.1 Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled. <i>To meet the requirements of this indicator, children and adults must wash their hands at least 75% of the time in the following categories: (1) Upon arrival into classroom, and re-entering classroom after being outside, (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 can lids and pets. Children washed their hands 25.9% of the time, while adults washed their hands 50% of the time.</i>
14. Safety practices	2	3.1 No major safety hazards indoors or outdoors. <i>There were 3 inches of cushioning under the main climber. Based on the height of the climber and the cushioning material used, there must be a minimum of 6 inches of cushioning to receive credit for this indicator.</i>

Language-Reasoning

15. Books and pictures	4	5.5 Staff read books to children informally (Ex. during free play, at naptime, as an extension of an activity). <i>No instances of staff reading informally to the children were observed.</i>
17. Using language to develop reasoning skills	3	5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning (Ex. sequence cards, same/different games, size and shape toys, sorting games, number and math games).

To meet the requirements of this indicator, at least one instance of this must be observed. No instances were observed.

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 meet the requirements of this indicator, at least two instances of this must be observed. No instances were observed.

18. Informal use of language

4

5.3 Staff add information to expand on ideas presented by children.

"Expand" means staff respond verbally to add more information to what a child says. To meet the requirements of this indicator, at least two instances of this must be observed. No instances were observed.

Activities

20. Art

3

5.1 Many and varied art materials accessible a substantial portion of the day.

For programs of this length, materials should be accessible to children for at least 4 hours, 10 minutes. Materials were accessible for 3 hours, 50 minutes.

5.2 Much individual expression in use of art materials (Ex. projects that follow an example are rarely used; children's work is varied and individual).

To meet the requirements of this indicator, 85% of the time children have access to art materials they must be able to choose the subject and the medium. Based on the observation and the interview, this did not occur.

21. Music/movement

2

3.1 Some music materials accessible for children's use (Ex. simple instruments; music toys; tape player with tapes).

To meet the requirements of this indicator, at least 2 examples of music materials must be accessible to the children. One example (instruments) was accessible to the children.

22. Blocks

4

5.1 Enough space, blocks, and accessories are accessible for three or more children to build at the same time.

There was not enough space or blocks for 3 children to build independent structures at the same time.

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

For programs of this length, materials should be accessible to children for at least 4 hours, 10 minutes. Materials were accessible for 3 hours, 50 minutes.

24. Dramatic play

3

5.1 Many dramatic play materials accessible, including dress-up clothes.

According to the authors, "since children are developing gender-role identity during the preschool years, they require concrete examples of dress-ups that are associated with being men or women. Thus, two or three gender-specific examples of dress-up items are required (such as ties, hard hats, or shoes to represent men's clothes; purses or flowery hats for women's)." No male-specific items were accessible.

		5.2 Materials accessible for a substantial portion of the day. <i>Because credit was not given for indicator 5.1, credit cannot be given for this indicator.</i>
		5.3 Props for at least two different themes accessible daily (Ex. housekeeping and work). <i>Materials accessible to the children all represented home living. No other theme was represented.</i>
25. Nature/science	4	5.2 Materials are accessible for a substantial portion of the day. <i>For programs of this length, materials should be accessible to children for at least 4 hours, 10 minutes. Materials were accessible for 3 hours, 50 minutes.</i>
26. Math/number	4	5.2 Materials are accessible for a substantial portion of the day. <i>For programs of this length, materials should be accessible to children for at least 4 hours, 10 minutes. Materials were accessible for 3 hours, 50 minutes.</i>
27. Use of TV, video, and/or computers	2	3.3 Time children allowed to use TV/video or computer is limited (Ex. TV/videos limited to one hour daily in full-day program; computer turns limited to 20 minutes daily). <i>Based on the observation and teacher interview, children's time on the computer is not limited.</i>
28. Promoting acceptance of diversity	3	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). <i>Many pictures displaying diversity were not accessible to the children.</i>
		5.2 Some props representing various cultures included for use in dramatic play (Ex. dolls of different races, ethnic clothing, cooking and eating utensils from various cultural groups). <i>There were 2 examples of cultural diversity in dramatic play props. To receive credit for this indicator, there must be at least 3 examples.</i>
Program Structure		
34. Schedule	2	3.2 Written schedule is posted in room and relates generally to what occurs. <i>No written schedule was posted in the classroom.</i>