

Environment Rating Scale Resources

The following information has been compiled with the assistance of Devereux to assist providers with meeting the requirements of the Environment Rating Scale. This is only a guide and is not intended to take the place of actual training or to be used as a complete resource. For in-depth information and clarification, please refer to the “All About ITERS” and “All About ECERS” resource books.



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About Environment Rating Scales by Clifford, Harms, and Cryer

There are four environment rating scales, each designed for a different segment of the early childhood field.

(ECERS-R) *The Early Childhood Environment Rating Scale-Revised*: A thorough revision of the ECERS, designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items. (Also available in Spanish).

(ITERS-R) *The Infant/Toddler Environment Rating Scale-Revised*: A thorough revision of the ITERS, designed to assess group programs for children from birth to 2 ½ years of age. Total scale consists of 39 items. (Also available in Spanish).

(FCCERS-R) *The Family Child Care Environment Rating Scale-Revised*: A thorough revision of the FCCRS, designed to assess family child care programs conducted in a provider's home. Total scale consists of 38 items. (Also available in Spanish).

(SACERS) *The School-Age Care Environment Rating Scale*: Designed to assess before and after school group care programs for school-age children, 5 to 12 years of age. The total scale consists of 49 items, including 6 supplementary items for programs enrolling children with disabilities.

- Each one of the scales has items to evaluate: *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.*
- The scales are suitable for use in evaluating inclusive and culturally diverse programs.
- The scales have proven reliability and validity.

Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995).

In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

No one component is more or less important than the others, nor can one substitute for another. It takes all three to create quality care. Each of the three basic components of quality care manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and can be observed. These are the key aspects of process quality that are included in our environmental rating scales.

Our scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.

All of our scales have been developed in close collaboration with realistic field-based sites. They have good inter-rater reliability and validity, thus making them suitable for research and program evaluation, as well as program improvement efforts. ([Click here for more information on reliability and validity of the ECERS-R](#))

Each scale has a complete training program. The ECERS-R, ITERS-R and FCCERS-R training programs include an interactive videotape/DVD.

Research Use

The ECERS-R (1998) is the revised edition of the original ECERS (1980). It is currently being used in several major studies, including the Early Head Start Study (Mathematica Corporation), and Welfare, Children and Families: A Three City Study (Columbia University, University of Chicago, and Harvard University). The original ECERS was used in the Head Start FACES study, in which over 400 classrooms are included nationwide. The preliminary results in all these studies show that the ECERS and the ECERS-R are performing very well.

In addition, it should be noted that the ECERS and ITERS were used as the comprehensive quality measures in the National Child Care Staffing Study (Whitebook, Howes, & Phillips,

1989) and the Cost, Quality, and Child Outcomes Study (1995), the major studies of their time. The FDCRS was used in The Study of Children in Family Child Care and Relative Care (Galinsky, Howes, Kontos, & Shinn, 1994). In all of these studies, a relationship was found between higher scores on the ECERS and more positive child development outcomes in areas that are considered important for later school success. The effects of higher quality early childhood experiences have now been shown to last at least through the second grade of elementary school (Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan, Yazejian, Byler, Rustici, & Zelazo, 1999). Research is continuing to evaluate longer-lasting effects.

It is also interesting to note that our scales have been used in research studies and program improvement efforts in many other countries including Canada, Germany, Italy, Sweden, Russia, Iceland, Portugal, England, Spain, Austria, Singapore, Hong Kong, Korea, Hungary and Greece. They have been proven reliable and valid in each country with relatively minor adaptations. No doubt there are cultural differences among these various countries, yet each of these countries adheres to a core set of child development goals and early childhood practices common to most modern industrialized countries (Tietze, et al, 1996). It has been shown that in England, Greece, Germany, Portugal, Spain, and Austria, higher scores on the scales are related to more positive child development outcomes (Petrogannis & Melhuish. 1996, European Child Care and Education Study Group, 1997). This provides evidence that children from many backgrounds require similar inputs for success in developmental areas valued in western industrialized countries.

The Environmental Rating Scales in Program Improvement

Since the use of the environmental rating scales in research has been well documented in the literature, it is important to describe here some of the current uses of our scales in program improvement efforts in the US and in other countries. The scales are used in a variety of ways including for self-assessment by center staff, preparation for accreditation, and voluntary improvement efforts by licensing or other agencies. For example, in the United States:

- The state of Arkansas has trained personnel, who do assessments and provide training and technical assistance so that child care centers and homes can increase their quality of care. The Federal money allotments for improving child care are linked to measurable program improvement on the scales. Another innovative feature of the Arkansas program is that parents who select child care facilities with an average of 4.5 or higher on our scales are eligible for two times the state child care tax exemption. Thus both parents and providers are being rewarded for quality improvements that benefit the children.

- The state of Colorado uses the scales in a variety of program improvement and evaluation projects. For example, Denver has a quality improvement program that uses on site consultation and training based on scale scores. Many of the centers participating in this program serve poor and minority children and their families. The state of Colorado is currently considering a tiered reimbursement system using the scales.
- Many counties involved in the state of North Carolina's quality improvement program, Smart Start, require training on and the use of the scales in self assessment before a center or family child care home may apply for an individual grant. This ensures that the staff will order equipment, materials and/or request training based on needs that have been objectively substantiated.
- North Carolina also currently uses scale scores as part of their 5 star rated license system. Centers and family child care homes are awarded either one or two stars based on compliance with licensing standards. Programs may voluntarily apply for an additional three stars based on a set of quality measures including the licensing compliance record, teacher and director education, and the levels of process quality as measured by the appropriate environmental scale. Only the lowest level of licensing is mandatory. However, an additional fee is paid to the provider of subsidized care for each additional star earned voluntarily.
- The Oklahoma 3 star tiered license incorporates an evaluation with the scales in the second tier as a basis for quality improvement, and provides technical assistance based on scores for meeting accreditation standards. Tiered reimbursement is a part of this system.
- Tennessee is now initiating a rated license system, based on North Carolina's experience. In their system, however, program evaluation is not voluntary, but is required yearly to create a "Report Card" that must be posted with the license so child care consumers have access to reliable information on the quality of child care they are using for their children. Tiered reimbursement will also be tied to scores on the scale.
- Other states, including California, Massachusetts, Montana, Mississippi, Kansas, Oregon, Kentucky, New Mexico, Georgia, Florida, Wisconsin, and Nebraska have also initiated quality evaluation and improvement programs using our scales. Each state is tailoring its use of the scales to its individual needs and resources.
- All the US military services have been using the scales routinely in their center and family child care homes for program improvement and monitoring. The military child development system was recognized by Executive Order in 1998 for its high quality.
- The District of Columbia uses the scales as a basis for technical assistance in child care centers and family child care homes in their Quality Care for Children Initiative, which provides on-site multi-visit consultation services.

- Our environmental rating scales are widely used by programs as they prepare for accreditation. This is due to the fact that our scales use a format with detailed levels of quality that provides a blueprint for gradual change. The content of our scales is completely supportive of the various credentialing and accreditation programs.

Use of our scales in foreign countries, either in translation or in the original version, has been increasing rapidly. Examples of use are:

- In Canada, the scales are available in both English and French. In many of the provinces, they are used as a voluntary part of the licensing visit. The license is given for compliance with a licensing checklist, mainly composed of health and safety items. During the visit, the licensing consultant also completes one of our rating scales and, with the voluntary cooperation of the caregiver, sets improvement goals for the program. The scales are used over a longer period in intensive consultation with programs that show problems during the licensing visit.
- In Sweden, several projects are using preschool teachers as leaders in program improvement efforts with the Swedish ECERS. In Stockholm, the staff working together in a classroom independently completes one subscale of the scale each month, then discusses their scores under the leadership of their head teacher, who is a fully trained preschool teacher. The staff makes and carries out its own improvement plans. A study of this low cost program showed substantial gains in quality (20 - 46%) (Anderson, 1998). Another program in the Gothenburg area uses preschool teachers as mentors for other programs.
- In Germany, the scales are presently being used by individual cities to evaluate the quality of child care and kindergarten programs. Reports are provided to administrative agencies and to center staff, as a basis for program improvement planning. In addition, the scales are being considered as part of a program accreditation system.

Related Work

The development of instruments to measure the quality of early childhood programs has been a major part of the work of the authors of these scales. In addition to our own scales, we have developed, in close collaboration with the sponsoring agencies, the following instruments for the field: the NAEYC Center accreditation classroom observation and the accreditation questionnaires; the CDA Classroom Observation; the Wellsley College ASQ school age care scale and director's questionnaire, which is now being used in the National School Age Care Alliance accreditation program; the Quality Criteria for Family Child Care; and the Military Family Child Care accreditation procedures and instruments.

Environment Rating Scales Important Reminders

Great Websites

- ERS Website: <http://ers.fpg.unc.edu/node/79>
- Public Playground Safety Handbook Website: www.cpsc.gov/cpscpub/pubs/325.pdf
- National Health and Safety Standards “Caring for Our Children”:
<http://nrckids.org/CFOC/PDFVersion/National%20Health%20and%20Safety%20Performance%20Standards.pdf>

1. ITERS: “Much of the Day”

As defined in the ITERS-R:

Much of the day: In most items, “much of the day” is associated with the children’s access to materials typically used indoors (e.g., books, art materials, fine motor or dramatic play toys). It means most of the time that any child maybe awake and able to play. If children are prevented from using materials for long periods by overly long routines when the children have to wait with nothing to do, being kept in groups that they are not engaged in, or being kept in areas where access is not possible, then credit cannot be given for “much of the day.” Appropriate group activities in which children are engaged and interested for short periods that match their abilities are permissible as long as they do not significantly affect access to materials throughout the rest of the day. **If children (or any child) who are ready to play are prevented from reaching and using materials for a total of 20 minutes during a 3-hour observation, then “much of the day” cannot be given credit.** The 20 minutes can be calculated as one 20-minute time period, or may be calculated as a combination of smaller time periods that equal 20 minutes. “Much of the day” should be considered separately for each item where the requirement appears. In some cases credit might be given on one item for much of the day, while not given for another item.

If children are kept outdoors for *extremely long periods* (1/3 of the day or more), thus limiting access to materials typically used indoors, then to give credit for “much of the day”, such materials must be provided outdoors as well. Special attention should be paid to individual children who may not have the same access to materials as do the other children. For example, non-mobile children or children who are confined in a playpen may not have the same access to play materials as the other children in a group. For non-mobile infants, all required toys or materials do not have to be accessible at the same time during the whole observation because of problems with clutter. However, there must be clear indications that the required variety and numbers of materials are accessible at various times during the day. A cranky baby who needs close physical contact to be soothed may not be “ready to play” and thus not require access to materials during the “cranky” times.

When children are taken for stroller rides, do not count the time spent riding as part of the 20 minutes when children do not have access to materials for “much of the day” as long as children are generally engaged (one child may be less engaged than others for some part of the

ride, but most children should show interest, and no child should show distress), and the actual stroller ride is **no longer than 20 minutes**. Some children may fall asleep in the stroller, but in this case they are not awake and ready to play, so falling asleep should not count in the timing for much of the day. Sometimes there are delays in putting children into strollers, and after the walk, removing them. **If children have to wait for long periods (over 3 minutes with no access to play materials) while waiting in the strollers**, then the time waiting should be counted towards the 20 minute limit that will disallow crediting “much of the day.” If the stroller ride is more than 20 minutes, do not give credit for “much of the day” in the Active Physical Play item, indicator 3.1, since children are not able to freely move around when confined in a stroller.

If most of the children are not engaged during most of the stroller ride, consider when calculating “much of the day” in item 26, Peer Interaction.

Example:

If a non-mobile child is awake, but can only access fine motor and soft toys the entire observation, and is not able to access any other materials for a period of 20 minutes or longer, then you would not receive credit for “much of the day” for the materials not accessible to the child such as dramatic play and books. Credit is given for access to fine motor materials and soft toys for “much of the day”.

All materials should be rotated so that a child does not go a period of 20 minutes or longer without access to materials. If children are prevented from using any materials for a long period (20 minutes or more), and are not asleep or involved in routine care (such as eating, diapering, etc.), or kept where they cannot access the materials, or only have access to limited materials, credit will not be give for “much of the day”. This could occur all at one time, or within several intervals throughout the day. An example of this would be teacher directed activities that do not allow for alternate choices of materials.

Example:

A group of young two year old children required to sit while the teacher reads a story for 15 minutes. An hour later, the teacher brings the children together for a music and movement activity for 10 minutes. (A Total of 25 minutes where children were required to participate in a teacher directed group activity that did not allow for alternate choices of materials/activities for children to engage in.) Credit for “much of the day” would not be given.

2. ECERS: “Substantial Portion of the Day”

As defined in the ECERS-R:

A “**substantial portion of the day**” means at least one-third of the time the children are in attendance. The chart below will assist in the calculation of “substantial portion of the day”.

Calculating “ substantial portion of the day ”	
Number of hours of operation	Substantial portion (1/3) of these hours
4.....	1 hour, 20 minutes
4.5.....	1 hour, 30 minutes
5.....	1 hour, 40 minutes
5.5.....	1 hour, 50 minutes
6.....	2 hours
6.5.....	2 hours, 10 minutes
7.....	2 hours, 20 minutes
7.5.....	2 hours, 30 minutes
8.....	2 hours, 40 minutes
8.5.....	2 hours, 50 minutes
9.....	3 hours
9.5.....	3 hours, 10 minutes
10.....	3 hours, 20 minutes
10.5.....	3 hours, 30 minutes
11.....	3 hours, 40 minutes
11.5.....	3 hours, 50 minutes
12.....	4 hours

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What Does the Environment Rating Scales Measure?

Schedule: Children have opportunities to explore and engage in many different ways which respect the differences (Cognitive, Emotional, Physical, Individual Interests). The schedule needs consistency for emotional safety and requires planning, yet remain flexible for changes as needed.

Ask yourself:

- Do I consider all children's differences when creating the schedule?
- Do I follow the same schedule of daily events (with some flexibility) so that children know what the routine is and what they can expect next?

Interactions: Staff to child, child to child, parent to staff, and staff to staff (includes positive, negative, neutral, purposeful and social interactions). Interactions have their own subscale and are also interwoven throughout the items.

Ask yourself:

- How often do I talk individually with each child?
- How often do I greet parents, talk with them for periods of time and share information?
- What is my tone of voice when I interact with children/parents/colleagues?
- What does my body language look like?
- How frequent are my interactions?

Accessibility of Materials: Materials need to be accessible where children can easily reach them for a designated period of time.

Ask yourself:

- Do children know what we have to play with? Can they see it?
- Can children reach the materials and get them out of the storage to play?
- Can the children easily clean up and know where to put the materials away?

Space management: Provides the ability to move freely; analyzes the traffic patterns, place center conveniently so as not to interfere with each other; quiet and noisy centers separate; places for children to be alone; supervision is easy. Children need a quality learning environment having the freedom to move about without interrupting others play. The environment should have well-defined center placed out of traffic and equipped with the materials to support meaningful play. Noise should not detract from the children's learning through play. At times children need a break just like adults. There should be space for children to work, play, or engage in quiet time alone. All areas of the classroom occupied by children must be visible and easy to supervise at a glance.

Ask yourself:

- Is every child engaged in meaningful play?
- Are children able to move easily and safely around the room without interfering in another child's play?
- Is there excessive running from place to place or areas that encourage rough play?
- Do children have materials, props, supplies, clean up items, etc., nearby to ensure successful play. (e.g., is there a dust broom and pan near the sand table; towels to wipe up spilled water near the water table; sink available near messy play; etc.)
- Is the noise level in each area appropriate, are children who need it quiet able to find space that is quiet. Is background music used? If so, is the volume low and music does not have words so as not to interfere with language/communication?
- Can children find space to be alone and protected from others as needed? Is this space easy to supervise? Do you respect the right for children to create their own space to be alone provided it is safe and easy to supervise?

Health & Safety: Cleanliness, hand washing, sanitizing, safe equipment, and a safe environment. Prevention is the key! Proper practices need to become habitual.

Ask yourself:

- Is my classroom/center clean? Would I be willing to sit on the floor?
- Is the floor vacuumed/washed daily? Is there visible debris.
- Do the children/staff know when to wash their hands?
- Do I know the proper process for Hand washing, diapering, food and table preparation and clean up, food/bottle handing?
- When was the last playground safety analysis done?
- Is there any safety violations in my classroom/center?

Most Frequently Asked Assessment Questions

1. Is anti-bacterial gel an acceptable substitute for hand washing? NO

Antiseptic waterless washes or wipes are not acceptable substitutes for thorough hand washing with liquid soap and warm running water except under very special circumstances when a disposable wipe may be used in order to avoid injury (e.g., a newborn baby with very little head control; a very heavy baby with little body control) or when necessary because running water is not readily available, such as wiping noses on the playground. Otherwise hands must be washed under normal indoor conditions. If a sink is not accessible, this will affect scores.

2. Why is food not considered an acceptable material for children?

Edible materials, such as chocolate pudding, dried pasta, pop corn, etc., cannot be counted as art materials because they give a misleading message about the proper use of food. The possible health (sanitary issues), safety (e.g., choking hazards), and supervision consequences of using food in art is considered under the corresponding items in the ITERS-R (#10, Health practices, #11 Safety practices, and #25 supervision of play and learning), the ECERS-R (#13, Health practices, #14, Safety practices, and #30, General supervision of children), the FCCERS (#11, Health practices, #12, Safety practices, and #27, Supervision of play and learning). In addition, many children are being raised in homes where food cannot be wasted, and using food in art causes a conflict in the messages given at home and in school.

3. Can the scales be used with Montessori programs? YES

Often there are questions about the suitability of using the Environment Rating Scales in Montessori programs. This is an issue pertinent to ALL programs with a strongly focused philosophy. The scales are based on a comprehensive, broad-based definition of quality in early childhood programs. This definition has three major components: protection health and safety), building relationships (social-emotional development, independence, discipline, interaction, etc.), and stimulation through hands-on activities (nature/science, language, math, art, wand/water, gross and fine motor activities, etc.).

These scales have been used in a wide variety of programs, including many Montessori programs, Reggio (including those in an Italian study of quality), as well as those following NAEYC guidelines. Research shows that quality rests on how well the program meets the three major components of high quality early childhood programs, rather than in the program's philosophy. However, it is true that a program's philosophy usually focuses more on one aspect of quality than another.

When an accurate, knowledgeable assessment is made with the scales, program strengths and weaknesses usually become apparent. Thus, a program that values creativity above all else may find that it needs to concentrate more on cleanliness in order to strike a good balance. A program that stresses social development may find that it needs to pay more attention to cognitive skills.

Montessori programs differ widely in their inclusion of art, dramatic play, and blocks along with their traditional materials. Montessori staff have varying educational backgrounds. The Early Head Start study included a number of Montessori programs, and the directors of that project discussed how to use the scales to score the Montessori programs, accurately. Giving credit for some traditional Montessori activities in categories such as water play, dramatic play, and block play, because of the materials involved, may be open to question. For example, the Montessori daily living activities (such as table washing) are performed as isolated activities following a set pattern, and not in the context of dramatic play initiated by the child. The validity of calling such an activity “dramatic play” is questionable, since it has a very different purpose and may result in quite different learning. Thus, giving credit for such activities would probably be disallowed when scoring.

Programs that consistently apply the Montessori method often do very well on many of the items on the scales, especially in the activities section of the ECERS-R and in some of the language items (See ECERS items #14, “Using language to develop reasoning skills”, which is typically a low-scoring item in the preschools, and #25, “Nature/science” and #26, “Math/number”).

It is not believed that the scales penalize Montessori programs. All programs, no matter what their philosophies emphasize, show meet children’s needs in a variety of ways.

4. Why doesn’t the assessor interact with the adults and children during an observation?

The assessor is there to objectively observe atypical day. In order to get the most accurate picture of what the children experience on a day to day basis, it is important that the assessor interact with the teachers/providers and the children as little as possible. If the assessor becomes involved in talking with you and the children, it detracts from the observation and changes the environment of the classroom.

5. How long is the observation?

The assessor typically spends 3 to 4 hours observing one classroom or family child care home. The day usually begins between 8:00 a.m. – 8:30 a.m. Observations may vary in length depending on the operating hours of the program and flow of daily activities.

6. Why does the assessor need to talk to the classroom teacher or the family provider at the end of the assessment?

The assessor will only get a “snapshot” of the classroom on the day of the assessment. Follow-up questions may be asked after the observation to get information on activities and materials that were not observed and about the program policies and procedures. This Question and Answer session usually takes about 15-20 minutes.

7. Why does the assessor look in the closets and cabinets (FCCERS- unlocked rooms of the home)?

Many of the items require that you have certain materials accessible to the children and other materials available to provide variety. The assessor will also need to check closets, cabinets, drawers, etc. for anything that might be harmful to children.

8. Why does the assessor watch routines such as hand washing, diapering, and toileting?

The scales assess whether certain routines, such as toileting and diapering, are conducted in a sanitary manner. The assessor watches these routines carefully to see what procedures are in place.

9. Why can't the assessor give any information or feedback immediately after or during an observation?

In most situations, the assessor uses the observation time to gather the information needed to score. The final score is not determined until the assessor has the opportunity to review the notes and the answers to the questions. In some situations, the assessor may also consult with other assessors and specialists before determining a score on a particular item. If there is a particular immediate safety item that was observed the assessor will address it with the director of the program.

10. Why might there be two assessors observing the same classroom of children?

Assessors participate in on-going reliability visits where two or more assessors participate in the same observation. The purpose of these regularly scheduled reliability visits is to assure that all of the assessors use the same criteria and rationale for scoring items. These on-going visits support the objectivity of assessments and assure that all of the assessors across the programs score items the same way.

11. How long does it take to get the results?

Assessment results are usually available ten day after the assessment date through the Early Learning Coalition. A mandatory meeting will be scheduled to review the assessments with the owner/director or their designee.

12. Why is there more information on the Summary Report about the lower scores than the higher scores?

A summary report will identify areas of strength in the first part of the report. Opportunities of potential growth are identified after this section. It is important that you have as much information as possible about areas where you might want to focus your quality improvement efforts. The justifications on the summary reports can give you details to aid in forming action plans.

13. What happens if a program does not understand why they received a certain score or there are specific questions about the ERS Summary Reports?

It is important to remember that it is a total average score that impacts positive child outcomes. The assessment is a “point in time” observation. Conditions that may not exist when you get our report may have existed when the assessment was conducted. During the mandatory meeting to review scores, questions and concerns can be discussed for further clarification.

Remember: The role of the program assessment is to help programs continuously evaluate and identify potential opportunities to improve quality and provide the best possible learning experience for children.

Scoring System for ECERS/ITERS/FCCERS/SACERS

When scoring, things consider:

- Scores will be based on the current situation that is observed or reported by staff, not on future plans. In the absence of observable information on which to base ratings, answers given by staff during the questions period will be used to assign scores.
- Requirements in the scale apply to *all* children in the group being observed, unless an exception is noted in an item.
- Score will always start from 1 (inadequate) and progress upward until the correct quality score is reached.

Ratings are assigned in the following manner:

- A rating of 1 must be given if *any* indicator under 1 is scored “yes”.
- A rating of 2 is given when all indicators under 1 are scored “no” and at least half of the indicators under 3 are scored “yes”.
- A rating of 3 is given when all indicators under 1 are scored “no” and all indicators under 3 are scored “yes”.
- A rating of 4 is given when all indicators under 1 are scored “no” and all indicators under 3 are scored “yes” and at least half of the indicators under 5 are scored “yes”.
- A rating of 5 is given when all indicators under 1 are scored “no” and all indicators under 3 and 5 are scored “yes”
- A rating of 6 is given when all indicators under 1 are scored “no” and all indicators under 3 and 5 are scored “yes”, and at least half of the indicators under 7 are scored “yes”.
- A rating of 7 is given when all indicators under 1 are scored “no” and all indicators under 3, 5 and 7 are scored “yes”.

ITERS-R Materials Checklist

Books

A minimum of twelve appropriate books must be accessible and at least two books per child in groups of seven children or more.

All books must be in good repair with no torn covers or pages, scribbled in, or chewed on.

A wide selection of books must be accessible:

Familiar objects: easily recognizable objects used at home and used in the child care environment, during both routines and play

Familiar routines: stories about familiar routines, such as eating, sleeping, toileting, or dressing

People: People of different races, ages, gender

Animals: Realistic pictures of animals

Abilities: eyeglasses, hearing aids, wheelchair, crutches

Fine Motor

There must be many and varied fine motor materials (different skills) accessible to the children.

There should be at least 10 toys for a group of 5 infants or 15 toys for a group of 5 toddlers and at least 1 additional toy for each child over that number in each age group.

Infants:

- Rattles to shake and grasp
- Hanging things to bat at or to grasp
- Small soft grasping toys
- Simple stacking rings
- Large pop beads
- Cause and effect toys

Toddlers:

- Containers to drop objects into
- Links
- Interlocking stars or blocks
- Large beads to string
- Simple lacing toys
- Finger paints
- Large washable markers
- Puzzles with knobs or large pieces

Art

At least one art material in usable condition that will allow children to complete an art activity

Young toddlers 12-23 months: Art materials must be offered at least three times a week

Appropriate materials:

- Large non-toxic crayons
- Large paper taped to a surface
- Non-toxic finger paint
- Large non-toxic chalk on a chalk board

Toddlers 24- 30 months: Art materials must be offered daily

Appropriate materials:

- Watercolor markers
- Tempera paints
- Paint brushes
- Paper
- Easy to use blunt scissors
- Unbreakable chalk board w/chalk & erasers
- Play dough w/tools
- Large self-stick stamps
- Stickers and tape and
- Cut out pictures (for collage) w/glue sticks

Music

At least 10 musical toys or instruments (if more than 10 children enrolled then at least one instrument for each child enrolled) homemade or commercially produced.

Music is to be played for a specific purpose. (e.g., dancing, soothe to nap, to teach a new idea, or to encourage language development.)

Examples of musical materials include:

- Homemade shakers
- Music mobiles
- Push and pull music toys
- Rattles
- Bells
- Drums
- Guitars
- Pianos
- Xylophones

Blocks

Blocks must be accessible to children over 12 months. Blocks can be soft fabric covered blocks, foam blocks, plastic blocks, or cardboard blocks that are 2" inches or larger.

Two set of blocks, *ten or more of the same type of blocks*, must be accessible daily

At least *five* of *different types* of accessories must be available in the block area.

Accessories Include:

- Small people
- Animals (farm animals, pet animals, dinosaurs, or zoo animals)
- Small vehicles

Sand/Water

For children 18 months and older

Sand *or* water play at least once a week.

There must be enough of the sand/water material so the children can dig, scoop, pour, and empty and fill containers.

Inappropriate Sand Substitution includes:

- Dried beans
- baby powder
- flour
- saw dust
- small pebbles
- styrofoam chips
- corn meal
- flour

A variety of toys must be available such as:

- Containers of different sizes
- Spoons
- Funnels
- Scoops
- Shovels
- Pots & Pans
- Molds
- Toy, people, animals, & trucks

Dramatic Play

Infants: three to five examples on the list of materials

Dolls: Cloth, plastic, vinyl, wood, large or small, but of a size children can handle (must be intact)

Soft Animals: Realistic-looking toy animals, such as vinyl or rubber farm animals, zoo animals, plush animal puppets, small cloth or vinyl,-covered grasping toys in the form of animals. (all must be soft to count)

Pots and pans: usually plastic, but other safe materials are acceptable: includes pots, frying pans, kettles may be realistic or fantasy)

Toy telephones: representing cell, portable, dial or push button, must reasonably look like a telephone- must have all parts.

Toddlers: two or more of each example, and no more than two types can be missing.

Dress up clothes: Must be safe for very young children to use. This means that they would not permit tripping, strangulation, or blocking of the air passage.

Appropriate dress-ups include:

For both men **and** women and shortened for older toddlers (to prevent tripping hazards).

For Example:

- Shirts or blouses
- Dresses or Skirts
- Jackets
- Shoes
- Hats of many types
- Purses
- Costumes

Other dramatic play materials include:

- Child-sized furniture
- Cooking/eating equipment
- Play foods
- Dolls and Doll furnishings
- Soft animals
- Doll houses w/ furniture & people
- Toy buildings (farm, schoolhouse, w/furnishings and people)
- Toy telephones

Nature/Science

Children need to experience nature/science both indoors and outdoors. The classroom needs a living plant or animal.

At least two examples of books, pictures or toys that represent nature *realistically*:

Toys Include:

- Animals
- Puzzles
- Plastic vegetables & fruits
- Infant mat with nature/science pictures
- Animal-shaped rattles
- Mobile w/birds or butterflies that the children can grasp
- Large magnets that *toddlers* can experiment with & safe things for magnets to attract
- Magnifying glasses (for *older toddlers*)

Diversity

At least *ten examples* from Books, Pictures, and Other Materials must be accessible (this indicator does NOT include dolls) from the following categories listed below:

- Races
- Cultures
- Ages
- Abilities
- Gender

In addition to the ten examples of diversity in books, pictures and other materials there must be at least three different races clearly represented in Dolls.

ECERS-R Materials Checklist

Books

Three to five examples of each category that are age appropriate and meaningful to the children.

- **Fantasy:** Pretend about people or animals
- **Factual:** Pictures (realistic) about animals, facts about animals/plants, real life experiences
- **People:** People of different races, ages, gender
- **Animals:** Realistic pictures of animals and their homes
- **Science:** Five senses, human body, houses of animals
- **Multiple Culture:** Historical/contemporary people of different races/cultures, other languages
- **Abilities:** eyeglasses, hearing aids, wheelchair, crutches

Fine Motor

Three to five examples of each category listed below

Small building blocks

Legos
Duplos
Bristle blocks
Small inch blocks
Lincoln logs

Art

Crayons
Paper
Pencils
Paint
Scissors
Glue sticks
Yarn
Tape
Rulers

Manipulatives

Gears
Nuts & Bolts
Lacing cards
Links
Mr. Potato Head
Pegs w/peg board
Lacing beads
Zip, snap, button toys
Snap blocks

Puzzles

Knobbed
Frame
Floor

Art

Three to five examples from at least four of the five categories listed below

Drawing

Paper
Crayons
Pens
Pencils
Chalk
Chalk board

Paint

Finger paint
Tempera

3-D

Playdough
Wood
Pipe Cleaners

Tools

Sponge painters
Rollers
Paint brushes
Stencils
Scissors
Tools w/play dough
Tape

Collage

Buttons
Cardboard tubes
Egg Cartons
Pom-pom
Feathers
Felt strips
Magazines
Cotton balls
Yarn/string

Music

Music player (ready to play) that the children can use and operate independently

Enough musical instruments for at least half of your class

Dance props such as scarves, bean bags

Various types of music used: Classical, Popular, Cultural, Lullabies)

Blocks

Enough blocks (unit blocks: wood, foam, or plastic, large hollow or homemade) for at least three children to use

Enough accessories (animals, people, vehicles, road signs)

Enough space (set aside out of traffic) for at least three children

Sand/Water

Sand and Water, both indoor and outdoor

A variety of toys such as:

- Containers of different sizes
- Spoons
- Funnels
- Scoops
- Shovels
- Pots & Pans
- Molds
- Toy, people, animals, & trucks

Dramatic Play

Gender Specific Clothing: three to five of each gender

- ***Men's:*** ties, dress shirts, jackets, vest, shoes
- ***Women's:*** dresses, heels, flower hats, shirts, purses

At least two different themes:

- Housekeeping: dolls, child-sized furniture, kitchen utensils
- Fantasy: animals, dinosaurs, story book characters
- Work props: office, construction, fire fighting, police, transportation, farm, store
- Multicultural items: food, dress-up, props

Nature/science

Three to five examples from at least three of the four categories listed below

Collections of natural objects:

- Rocks
- Leaves
- Seashells
- Pinecones

Living Things:

- Plant
- Fish
- Class pet
- Window feeder

Books/games/toys:

- Board games
- Matching games
- Plastic animals
- Puzzle

Activities:

- Color paddles
- Magnets
- Magnifying glasses
- Microscope
- Sensory bottles
- Shaking cans

Math/number

Three to five examples of each category listed below

Counting

Money
Puzzles
Peg board w/numbers
Wall Cards

Written Numbers

Books
Calendar(s)
Cash register
Clock
Magnetic numbers
Number Bingo
Telephone

Measuring

Height Chart
Yard Stick
Balance scale
Measuring Cups
Measuring
Spoons
Rulers
Tape measure

Comparing Quantities

Abacus
Dominos
Playing Cards
Thermometers
Class charts/graphs
Graduated cylinders
Graduated puzzles

Recognizing shape

Puzzles
Books
Attribute blocks
Posters
Unit Blocks
Puzzles

Diversity

Three to five examples of each from the categories: *Books, Pictures, and Other Materials*

- Race
- Culture
- Age
- Abilities
- Gender

FCCERS MATERIALS REQUIREMENTS

Using Books

A minimum of 12 appropriate books for each age group, but no less than 2 books for each child in each age group accessible for much of the day. All books must be in good repair, none of the accessible books can be violent or frightening. Books must include the following topics: picture books, stories about people of different races, ages, and abilities, as well as books with realistic pictures of common pets, farm animals and zoo animals. Books must also include factual information about nature and science. Also stories about familiar routines, such as eating, sleeping, toileting or dressing must be accessible. Note: some books may be suitable for more than 1 age group.

Fine Motor

Infants

- Rattles to shake and grasp (different textures, colors, shapes, with varying noises).
- Safe hanging things to bat at or to grasp
- Small soft grasping toys, such as animals, rings or dolls
- Simple stacking rings
- Clean teething toys
- Large pop beads
- Cause and effect toys, which respond with sounds or other responses when buttons are pushed.

Toddlers

- Containers to drop objects into
- Sets of manipulatives with larger than preschool-sized pieces, such as links
- Interlocking stars, medium sized interlocking blocks, or large beads to string
- Simple lacing toys
- Finger paints
- Large washable markers
- Puzzles with knobs and large pieces.

Preschoolers

Small Building Toys (Examples)

- Interlocking blocks
- Lincoln logs
- Small blocks, inch cubes
- Bristle blocks
- Tinker toys
- Magnetic blocks

Art Materials – paper required

- Crayons, water color markers
- Pencils (colored or black)
- Paints with brushes
- Tools (hole punch, safe child-size scissors, rulers, stencils, tape)
- Collage materials (glue, past, strings, yarn, paper scraps, stickers, foam pieces, dollies)

Manipulative Material

- Beads and strings in various sizes, colors, shapes
- Lacing cards with strings
- Pegs with peg boards
- Parquetry shapes or other shapes used to make designs
- Zip, snap, and button toys
- Gears, Nuts and bolts, snap blocks
- Other toys with pieces that link or fit together

Puzzles

- Picture puzzles in frames (with or without knobs with a range of difficulty)
- Puzzles without frames (floor puzzles, jigsaw)

Five or more examples accessible for daily use required. Preschoolers require at least 2 different materials from each types of fine motor materials. Materials must offer at least 10 varieties of skills.

Art Materials

Young toddlers (12 to 23 months)

- Extra large non-toxic crayons
- Large (at least 12" x 18") paper taped to a surface (taped to table, easel, or wall) to aid in use.
- Non-toxic finger paint
- Large, non toxic chalk on a chalk board

Toddlers (24 to 30 months)

- Water color markers
- Tempera paints
- Painting tools, such as paint brushes of various widths with short handles
- Paper of different sizes and colors
- Easy to use blunt scissors
- Unbreakable chalk board with chalk and erasers
- Play dough and tools
- Large self-stick stamps, stickers, and tape
- Scrap paper and cut out pictures for collage with glue sticks

Preschoolers

- **Drawing Materials** – Paper of different sizes and colors and things used to draw/scribble (crayons, water color markers, pencils, colored pencils)
- **Paint Materials** – finger paints, tempera paints, water-color paints sets with appropriate brushes and paper.
- **Three dimensional materials** – play dough, clay, wood for gluing or carpentry, pipe cleaners, modeling, compound
- **Collage materials** – paste or glue various types of colors and shapes of paper, cardboard shapes and pieces, felt remnants, magazine pictures, yarn/string, cotton balls, pom poms, sequins, foam pieces, etc.
- **Tools** – safe scissors, staplers, hole punchers, tape dispenser with tape, tools to use with play dough, stencils, sponge painters, rollers, brushes of various sizes and shapes.

Toddlers ages 12 to 23 months must have art materials offered at least 3 times per week. Preschoolers must have drawing materials accessible daily for a substantial portion of the day.

Music

Musical toys include both toys and instruments (homemade or commercially produced).

A variety of music needs to be played for a “positive purpose”. This means it is not played as background noise, rather for a specific impact on children. (For example: dancing, soothe to nap, to teach a new idea, encourage language development, or signal clean up time, etc.)

There must be at least 10 musical toys/instruments and no fewer than 3 for each age group – be sure musical toys actually make noises when used and are not missing the batteries or other parts needed to produce sounds.

Blocks

Blocks must be 2” or larger to count for block materials. Small blocks (under 2”) will count as fine motor materials. Interlocking blocks will not count as blocks, rather they will be counted as fine motor materials.

Toddlers: Soft vinyl or cloth blocks, large cardboard blocks, sensory blocks and any light weight blocks.
Preschoolers – unit blocks, large hollow blocks, and homemade blocks (such as “Capri Sun” boxes).

- For toddlers – 2 different sets of 10 blocks
- Preschool – enough blocks for three children to build sizeable independent structures

A well defined block area that provides a clear and steady floor space on which to build that is out of the way of traffic/doorways. Accessories must be organized according to type and stored together with the blocks. Accessories include at least three types – small people, animals, small cars and trucks, road signs.

Sand and Water – for children 18 months and older

There must be enough of the sand/water material so the children can dig, scoop, pour, and empty and fill containers. Approved sand substitute could be bird seed. **DO NOT USE DRIED BEANS, SMALL PEBBLES, STYROFOAM CHIPS, CORNMEAL AND FLOUR** due to the safety hazards to children.

Sand toys

- Measuring cups, and other unbreakable containers
- Funnels
- Plastic tubes
- Molds
- Scoops
- Pails, shovels, rakes, sifters
- Sand/water wheels, pipes, etc.

Water toys

- Sponges
- Things that sink or float
- Turkey basters
- Unbreakable spray bottles
- Dramatic play toys, such as animals, sea creatures, dolls, and boats.

Infant Meal Guidelines – Ages 0-11 Months

(SEE REVERSE SIDE FOR TODDLERS)

Source: Child and Adult Care Food Program, USDA Food and Nutrition Service *Updated 8/03/05*

www.nal.usda.gov/childcare/Cacfp/index.html

BREAKFAST

Birth Through 3 Months	4 Through 7 Months	8 Through 11 Months
4-6 fluid ounces of formula ¹ or breastmilk ^{2,3}	4-8 fluid ounces of formula ¹ or breastmilk ^{2,3} ; 0-3 tablespoons of infant cereal ^{1,4}	6-8 fluid ounces of formula ¹ or breastmilk ^{2,3} ; and 2-4 tablespoons of infant cereal ¹ ; and 1-4 tablespoons of fruit or vegetable or both

LUNCH OR SUPPER

Birth Through 3 Months	4 Through 7 Months	8 Through 11 Months
4-6 fluid ounces of formula ¹ or breast milk ^{2,3}	4-8 fluid ounces of formula ¹ or breast milk ^{2,3} ; 0-3 tablespoons of infant cereal ^{1,4} ; and 0-3 tablespoons of fruit or vegetable or both ⁴	6-8 fluid ounces of formula ¹ or breast milk ^{2,3} ; 2-4 tablespoons of infant cereal ¹ ; and/or 1-4 tablespoons of meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½-2 ounces of cheese; or 1-4 ounces (volume) of cottage cheese; or 1-4 ounces (weight) of cheese food or cheese spread; and 1-4 tablespoons of fruit or vegetable or both

SNACK

Birth Through 3 Months	4 Through 7 Months	8 Through 11 Months
4-6 fluid ounces of formula ¹ or breast milk ^{2,3}	4-6 fluid ounces of formula ¹ or breast milk ^{2,3}	2-4 fluid ounces of formula ¹ or breast milk ^{2,3} , or fruit juice ⁵ ; and 0-½ bread ^{4,6} or 0-2 crackers ^{4,6}

Footnotes

¹ Infant formula and dry infant cereal must be iron-fortified.

² Breastmilk or formula, or portions of both, may be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months.

³ For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry.

⁴ A serving of this component is required when the infant is developmentally ready to accept it.

⁵ Fruit juice must be full-strength.

⁶ A serving of this component must be made from whole-grain or enriched meal or flour.

Meal Guidelines – Ages 1-12 Updated 8/03/05

Source: Child and Adult Care Food Program, USDA Food and Nutrition Service (www.nal.usda.gov/childcare/Cacfp/index.html)

BREAKFAST

Food Components	Ages 1-2	Ages 3-5	Ages 6-12 ¹
1 milk fluid milk	1/2 cup	3/4 cup	1 cup
1 fruit/vegetable juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	1/2 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup

LUNCH OR SUPPER

1 milk fluid milk	1/2 cup	3/4 cup	1 cup
2 fruits/vegetables juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg ⁷ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1 1/2 oz. 1 1/2 oz. 1 1/2 oz. 3/4 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.

SNACK: Choose 2 of the 4 components

1 milk fluid milk	1/2 cup	1/2 cup	1 cup
1 fruits/vegetables juice, ² fruit and/or vegetable	1/2 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg ⁷ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1 oz. 4 oz.

Footnotes

- 1 Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.
- 2 Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only othersnack component.
- 3 Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.
- 4 A serving consists of the edible portion of cooked lean meat or poultry or fish.
- 5 Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.
- 6 Yogurt may be plain or flavored, unsweetened or sweetened.
- 7 One-half egg meets the required minimum amount (one ounce or less) of meat alternate.

Hand washing Procedures for Staff and Children

(Using gloves, wipes or antiseptic waterless wash does not count as a substitute for hand washing.)

The hand washing procedures should be completed upon the following times:

- Each time upon entering the classroom
- Immediately after diaper or toileting
- Before and after eating
- After wiping noses, spit up, drool, other bodily fluids
- After coughing/sneezing into hands
- After coming in from the playground
- After messy and sand play
- Before and after water play
- Before and after cooking activities
- After touching trash can and trash can lids
- Before and after dealing with cuts, scrapes or other health conditions
- After handling pacifiers or teething rings and mouthed toys
- After changing soiled sheets or covers
- After touching pets, insects or other animals
- After using disinfecting solutions
- Also when hands are otherwise contaminated

Hand washing at the sink should be conducted individually. For example, each child should wash hands, not having to share the sink and water, and the Teachers should not consider that their hands have been washed because they have washed the hands of the child. The teachers, as well as the child, should independently wash hands using the following procedure:

1. Moisten hands with warm water and using liquid soap.
2. Rub hands together for 10 seconds (sing 1 verse of “Row, Row, Row Your Boat”).
3. Rinse hands free of soap under warm running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Turn the faucet off with the paper towel and then throw the paper towel away in a hands-free trash container.

All infants that have head and body control are to wash hands in warm running water with soap while being held by Teachers. Babies that do not have body control are to have their hands washed with wipes instead of soap/water for all the same times as above.

Recipe for Bleach & Water Solution

Mix:

1 Tablespoon Bleach to 1 Quart Water

Or

¼ cup Bleach to 1 Gallon Water

Reminders:

Bleach and water solution is to be freshly made daily in order for it to sanitize properly.

Surfaces are to be cleaned with soapy water solution first before disinfecting with bleach and water solution

Surfaces need to sit with bleach and water solution for 2 minutes before wiping with a paper towel or allow to air dry.

The bleach and water solution needs to be stored out of reach of children.
Surfaces are not to be sprayed while children are sitting there.



Same Sink Sanitization

Definition: When using the “same sink” for washing hands between different routines staff must spray the sink (inside and outside including the faucet) with bleach water solution and either let solution sit for 2 minutes before wiping with a paper towel or allow to air dry.

If the same sink is used by either children or adults for both diapering/toileting and food-related routines (including tooth brushing) or for other purposes (to wash toys/other classroom equipment; after wiping noses; upon re-entry into the room; before or after sand/water play; before or after art or messy play; etc.), it must be sanitized by spraying sink and faucets with a bleach solution after diapering/toileting use and either let solution sit for 2 minutes before wiping with a paper towel or allow to air dry. **All use of the sink for one purpose can be completed before the sink needs to be sanitized for another use.*

Table Washing Procedures

1. **Wash** tables and highchair trays with a soapy/water solution in a spray bottle to remove soil. Be sure spray bottle emits a fine spray (not a stream). Dry with a disposable paper towel. Do not use paper towels for more than one table/highchair tray.
2. **Sanitize** tables and highchair trays by spraying with a bleach/water solution (made daily). Remember be sure spray bottle is set to emit a fine spray and not a stream of bleach/water solution. (*Wait more than 10 seconds before wiping with a disposable paper towel or allow to air dry when possible.*)

Note: it is a recommended practice to wait for 2 minutes to allow the solution to kill all germs. However, if there is a delay of more than 10 seconds before the solution is wiped from the surface, this is considered adequate.

Keep bleach locked out of the reach of children. The bleach water solution should be kept on a shelf so it is not easily accessible to children, but does not have to be locked.

Additional practices:

- Sponges should not be used for sanitizing tables because they soak up bacteria, which then cannot be easily reached in the interior of the sponge by the sanitizing agent.
- If wet cloths are used, separate cloth is required for each table/tray, and clothes cannot be returned to soak in a bleach water solution.
- If snack is self-serve (or children rotate through snack), each place must be cleaned and sanitized between use by different children.

SANITIZING SOLUTION SHOULD NOT BE SPRAYED WHILE CHILDREN ARE SEATED AT THE TABLE

Diaper Changing Procedures

1. Prepare for Diapering:
 - a. Gather enough wipes to be used on the child's bottom, child's hands and staff hands. (Wipes are to be removed from the container.)
 - b. Gather a clean diaper (and change of clothes if needed)
 - c. If diaper cream is needed, place some on a paper towel to be used and do not use the tube during the diaper change.
 - d. A plastic bag is needed for soiled diaper/clothes.
 - e. Place the materials near the diaper changing table and not on the table because of contamination.
 - f. Gloves, if desired.
2. Diapering Procedures
 - a. Talk to child about where you are taking them and why.
 - b. Place the child on the diaper changing table.
 - c. Remove the child's clothes as needed.
 - d. Remove the soiled diaper and immediately place in the plastic lined **hands-free** trash can with lid.
 - e. Use wipes to clean the child's bottom. Dispose of wipes in hands-free trash can with lid. (**If wearing gloves, remove them at this time.**)
 - f. Use a wipe to remove soil from staff's hands and dispose.
 - g. Use another wipe to remove soil from the child's hands and dispose.
 - h. Put on a clean diaper and redress the child.
 - i. Bring the child to the sink and wash child's hands. (If they have head control. If they do not, use a wipe to clean the child's hands).
 - j. Put the child back into play without touching anything else.
 - k. Spray the changing table surface with soapy water solution and dry with a paper towel. (Be sure spray bottles emits a fine mist, rather than a stream.)
 - l. Spray the changing table surface with bleach/water solution and let stand for at least 10 seconds and then dry with a disposable paper towel, (or let air dry). (Be sure spray bottles emits a fine mist, rather than a stream.)
 - m. Wash your own hands with soap and water.