

Environment Rating Scale Self-Assessment Readiness Checklist



Family Child Care Home

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Purpose: This tool is designed to assist home providers in performing a basic self-assessment of the environment provided to the children in care. This is the first step in preparing for the Family Day Care Rating Scale assessment. A thorough review of the rating scale book (FDCRS) will help you prepare for the ERS Assessment which is required by Oklahoma's Reaching for the Stars policy. Additional resources are available to assist you in preparing for the assessment day by accessing CECPD's website at www.cecpd.org.

Environment Rating Scale Self-Assessment Readiness Checklist

Family Child Care
Birth – 12 years

Provider's Name: _____ K8#: _____

Ages in care: _____ to _____ Date Completed: _____

Directions: Read each statement carefully. Decide if the stated criteria is "Not Met" in the home environment, "Partially Met", or "Fully Met", by placing a check mark in the appropriate box. For those areas either "Not Met" or "Partially Met", the home provider is encouraged to adapt the home environment to fully meet the criteria stated.

Definitions:
Not Met = Home provider's program shows little evidence to support statement.
Partially Met = Home provider's program shows some evidence to support statement.
Fully Met = Home provider's program shows a great deal of evidence to support statement.
NA = Statement does not apply to the home provider's program.

SPACE AND FURNISHINGS FOR CARE AND LEARNING:	Not Met	Partially Met	Fully Met	N/A
1. Furniture used for child care routines and play activities made suitable to children's size (ex. High chairs or adult chairs with cushions used while eating or doing art work.)				
2. Furnishings well cared for (Ex. Sheets changed weekly or more tables washed after eating or art activity.				
3. Children allowed to use 2 or more softer pieces of furniture in area used for child care. Many soft stuffed toys for daily use.				
4. Adult provides body contact for infants and toddlers (Ex. Holds and rocks children).				
5. Many children's work displayed: at least two items per child enrolled. Some children's work down low on child's eye level.				
6. Space is well arranged (Ex. Not crowded with furniture, traffic patterns do not interfere with activities, materials with similar use placed together)				
7. Two or more play areas are clearly defined (Ex. Doll play, blocks, art, or book areas.)				
8. Adequate storage and space to play in each activity area (Ex. Box or shelves for storing blocks near rug or open space on floor for block play.)				
9. Space set up so children of different ages can use it at the same time.				
10. Safe outdoor space used by children for 1-3 hours daily, year-round, except in bad weather.				
BASIC CARE:	Not Met	Partially Met	Fully Met	N/A
1. Individual greeting and good bye for all children daily.				
2. Parents greeted as well as children daily.				
3. Caregiver uses arriving/leaving time to share information with parents daily.				
4. Well-balanced meals/snacks served on regular schedule.				
5. Cooking and eating area clean (Ex. Tables sanitized before meals, food prep area sanitized frequently). Sanitary preparation of food.				

BASIC CARE CONTINUED:	Not Met	Partially Met	Fully Met	N/A
6. Toddlers seated or head propped when holding own bottle.				
7. Infants/toddlers not put to bed with bottles. Instead, infants are held when bottle fed.				
8. Nap/rest scheduled daily.				
9. Each child has own crib, cot, or bed with clean sheets, blankets, etc. Same bedding not used by different children unless washed. Cots/cribs are placed at least 3 foot apart or divided by a solid barrier.				
10. Home provider remains in house and is alert to handle problems.				
11. Diapering/toileting area meets basic sanitary conditions (Ex. Diapering area thoroughly cleaned or protective pad changed after each use, sink is sanitized following hand washing after diapering/toileting).				
12. Home provider washes hands with soap after each diapering or when helping children with toileting.				
13. Children's hands washed after using toilet.				
14. Home provider handles toileting accidents calmly. Extra clothes are available to change children.				
15. Easy place for children to wash hands (Ex. Steps near sink).				
16. Each child has own towel/washcloth to wash hands. Hands are washed before and after meals.				
17. Home provider areas clean. The home is orderly and well kept (Ex. Toys washed frequently, floors mopped or vacuumed, feeding chairs sanitized).				
18. Home provider has emergency care and health information for each child with written permission from parents for medical care, information about child's doctor and dentist, and parent's work number. All emergency numbers are posted by phone.				
19. Home provider reports suspected child abuse.				
20. First aide supplies well stocked and ready for use.				
21. Home provider has yearly health exam.				
22. No obvious safety problems indoors or outdoors (Ex. Medicines and cleaning supplies in locked cabinet, toys and objects small enough to be swallowed kept away from infants/toddlers, yard fenced, impact material under swings and climbers).				
23. Alternate caregiver available for emergencies. Phone in home and transportation available for emergency use (Ex. Own car, rescue squad).				
24. Emergency exit plans posted and practiced at least monthly with children. Working fire extinguishers and smoke detectors.				
25. Home provider uses car safety restraints (Ex . infant/toddler seats, separate seat belt for older children and adult).				

LANGUAGE AND REASONING:	Not Met	Partially Met	Fully Met	N/A
1. Home provider responds to sounds infants make, takes part in verbal play (Ex. Sings to child, imitates child's sounds).				
2. Maintains eye contact while talking to child.				
3. Much social talking between caregiver and children. Language used to share information with children.				
4. Children's talk encouraged (Ex. caregiver listens, asks questions to get children to talk more).				
5. Home provider adds to ideas presented by children.				
6. Home provider helps children enjoy language (Ex. Sings with children, rhymes words).				
7. At least 12 books are available and appropriate for infants/toddlers				
8. Home provider names many objects, talks about pictures, says nursery rhymes, sings songs.				
9. At least 20 children's books and several picture games accessible to preschool children daily for independent use.				
10. At least one planned language activity daily (Ex. Reading, story telling, talking about picture books, saying nursery rhymes).				
11. Home provider plans and carries out at least one language activity for each infant/toddler.				
12. Preschoolers are asked "why, how, what if" questions needing longer and more complex answers.				
13. Home provider checks out materials from library once a month, or adds to language materials in other ways.				
14. Many *materials for helping children practice talking accessible for independent use daily.				
15. Home provider uses 2 **activities a day to encourage children to talk.				
16. Variety of games and *materials accessible and in good repair.				
17. While children are using *materials, home provider helps children think by talking about shape, size, etc. (Ex. Asks questions to help preschoolers reason—"How many?" "What's different?")				
18. At least one nature/science/cooking activity each week (Ex. Talks about leaves in fall, has children help make snack).				

*Materials for infants and toddlers: cloth or hard page books, pictures of familiar objects. For two-year olds and older: children's books, magazines, or records; commercial or homemade picture games like lotto, talking about pictures. Additional materials include: puppets, books, puzzles, and props for dramatic play, toy telephones, records, dolls, mirrors, and pictures; commercial or homemade toys to learn colors, sizes, shapes, number and letters.

**Activities: repeating nursery rhymes, singing and babbling to babies, naming familiar objects, talking about drawings or pictures in books, dictating stories, show and tell.

LEARNING ACTIVITIES:	Not Met	Partially Met	Fully Met	N/A
1. Variety of eye hand materials in good repair, accessible daily to children. This includes at least 8 materials for each age group served in the home (Ex. Infants: rattles, objects of different sizes to pick up; toddlers: peg-boards, small building toys; preschoolers: crayons, scissors, puzzles). Appropriate space to play with provided materials.				
2. Crayons and paper, or other drawing materials accessible daily for free expression (Ex. Toddlers offered materials, preschoolers get own materials).				
3. Art materials needing supervision planned at least 3 times a week (Ex. Cutting and pasting paper, painting, playdough, etc...). Creativity by children is encouraged, home provider offers very few projects to have children copy by example.				
4. Musical experiences regularly available to children at least 3 times a week. This includes space and time for music and movement, a variety of dance props and musical instruments accessible for independent use by children. Musical experiences are provided for all age groups in provider's care.				
5. Sand or water play at least 3 times a week that includes a variety of toys (Ex. cups, funnels, trucks, pots, pans, spoons).				
6. Variety of dramatic play materials with accessories available daily. This includes props and materials accessible for indoor and outdoor use by children. Props include an opportunity for rotation within the dramatic play area (Ex. housekeeping, transportation, work roles or adventure).				
7. Variety of blocks and accessories gathered together and available for daily use. These items are well organized for independent use (Ex. blocks and accessories in separate labeled boxes or on labeled, open shelves).				
8. Home provider limits use of T.V. to program and video games regarded as good for children (Ex. Blues Clues, Sesame Street, The Wiggles, Out of the Box, educational video games). For children not interested in watching T.V., alternative activities are provided.				
9. Variety of play activities provided and planned for children's choice both morning and afternoon. At least 2 special activities scheduled daily, one indoor, one outdoors (Ex. story, art, music, water play, walks).				
10. Schedule provides a balance of indoor and outdoor activities as well as a balance of active and quiet play.				
11. Home provider interacts frequently with children, discusses ideas, and helps with materials. Children in conflict are supported with help by the home provider. This includes setting up activities to avoid conflicts (Ex. Duplicate toys for toddlers, enough blocks for several children, etc...).				
12. Supervision is suited to individual needs (Ex. Close supervision of toddlers, more independence for 3 and 4 year olds).				
SOCIAL DEVELOPMENT:	Not Met	Partially Met	Fully Met	N/A
1. Home provider uses physical contact to show affection to all children.				
2. Home provider creates an environment that is relaxed a majority of the time, which includes cheerful voices, modeled respect and kindness to others, appropriate tones, and a lot of smiling.				
3. Home provider maintains enough control to keep children from hurting themselves and others.				
4. Alternatives to physical punishment used effectively (Ex. Time out, removing child from activity, re-direction).				

SOCIAL DEVELOPMENT CONTINUED:	Not Met	Partially Met	Fully Met	N/A
5. Praise and attention are given for good behavior.				
6. Age and ability of children considered when rules are made and enforced. Reasons for rules are explained to children.				
7. Home provider plans ahead and tries to avoid problems between children. Minor problems are handled before they become serious.				
8. Many examples of racial variety in dolls, pictures and books.				
9. Holidays and cultural customs of all children in group included.				
10. Boys and girls encouraged to choose activities without being limited to traditional roles (Ex. Girls are encouraged to do carpentry, boys are encouraged to participate in dramatic play).				
11. People of all ages and races are represented in pictures and books accessible to the children.				
ADULT NEEDS:	Not Met	Partially Met	Fully Met	N/A
1. Written policies are given to parents before child start care in the family child care home.				
2. Home provider communicates to parents about the activities of their children at least once a week.				
3. Home provider works cooperatively with parents (Ex. Toilet training jointly, discussed methods of discipline, etc).				
4. Home provider gives daily information reports to parents about each child's activities.				
5. The home provider's primary focus during operating hours is on child care responsibilities. Plans for family responsibilities and child care program seldom interfere with one another (Ex. Space is specified for child care children and family members, special time for own child given after child care hours). A substitute is available as back-up help.				
6. Home provider takes part in professional development activities such as trainings, active membership in a professional organization for children, and attends conferences.				
7. Home provider actively seeks out information on child development by attendance at trainings, use of educational videos, the Internet, directed readings, or mentor relationship with a more seasoned home provider.				
8. Parents and assistants in the home participate in an evaluation of the program provided in the home, annually.				
SUPPLEMENTARY ITEMS – PROVISIONS FOR EXCEPTIONAL CHILDREN:	Not Met	Partially Met	Fully Met	N/A
1. Communicates equally with special needs child.				
2. Adjustments to home environment to serve child with special needs.				
3. Adaptations are made with regard to activities provided to children with special needs.				
4. Uses information from developmental assessments and works closely with parents to incorporate learning goals for special needs children.				