



## Environment Rating Scale Self-Assessment

**Facility Name:**

**Date:**

**Staff:**

**Circle all that apply:    ITERS        ECERS        FCCERS**

Consider using this Environment Rating Scale self-assessment form after the program lead designee attends the Introduction to the Environment Rating Scale training. Complete the following Environment Rating Scale self-assessment in all or almost all classrooms. If you do not complete the self-assessment for all classrooms make sure that at least one classroom of each age group served is observed.

The completed Environment Rating Scales self-assessment will guide next steps for a Quality Action Plan (with help from a Step Up to Quality coach, if applicable) and help to focus efforts on changes for improved child outcomes. The Environment Rating Scale Self-Assessment is a tool to assess minimal classroom quality and is not meant to be all inclusive. For indicators of excellent classroom quality, refer to the appropriate Environment Rating Scale book manual: ITERS, ECERS, or FCCERS.

<b>Space and Furnishings</b>	YES	NO	N/A
1. Indoor space and furnishings for children and adults are sufficient. Space is in good repair, clean and well-maintained.			
2. Some adult seating is available for routine care. <b>ITERS/FCCERS only</b>			
3. Individual space for storage of children’s individual belongings which do not touch other children’s belongings is made available. Most furniture is child-sized, sturdy and in good repair. Some storage used for extra toys and supplies is available. Furnishings built for specific purposes accessible. <b>ITERS/ECERS only</b>			
4. Furnishings and toys providing a substantial amount of softness are accessible to children. Toys are clean and in good repair. A protected cozy area is provided for one or two children to play without intrusion by others.			
5. 3-5 interest areas OR experiences and/or routine care areas are defined and conveniently equipped.			
6. Areas for quiet and active play are separated and toys are stored for easy access by children.			
7. Space is set aside for privacy. <b>ECERS &amp; FCCERS only</b>			
8. Space is arranged to provide visual supervision of children at all times.			
9. Pictures, photos, posters, and children’s work are displayed at child’s eye-level where children can see them and staff talk with children about display materials. Most of the display is work done by the children, is rotated frequently, and reflects recent activities, interests and developmental levels of the children.			
10. Sufficient outdoor space is easily accessible for children in the group. Gross motor spaces are generally safe, indoor & outdoor. Children play outside daily weather permitting. <b>ECERS only</b>			
11. Gross motor equipment is age-appropriate for children. Ample materials and equipment for vigorous physical activity are available so children have access without long periods of waiting. Both stationary and portable equipment is used. <b>ECERS only</b>			

**NOTES**

<b>Personal Care Routines</b>	YES	NO	N/A
1. Children are greeted individually with pleasant arrivals and departures. Children are helped to become involved in activities, if needed. Separation is handled sensitively. Parents are greeted warmly. <b>FCCERS only</b>			
2. Well-balanced and scheduled meals/snacks are served appropriate to the age group. Meals and snacks meet the USDA guidelines. Water is offered or available to all children, 6 months and older, who are eating solid food, between meals. Sanitary procedures are maintained, food allergies are posted and food/beverage substitutes are posted.			
3. Staff provide a pleasant and relaxed meal time by sitting and talking with the children. Independent eating is encouraged as appropriate for the age and ability of the children in the group.			
4. Nap/rest is appropriately scheduled to meet the needs of the children. Nap space conducive to resting is well supervised and children are aided in relaxing as needed. All cots, mats and/or cribs are 3 feet apart. Cots and mats are covered with a clean blanket or sheet. Crib mattresses are covered with a tight fitting sheet.			
5. Diapering/toileting schedules meet the individual needs of children. Sanitary conditions are maintained. The stand-up and lay down procedures are used when appropriate.			
6. Adults and children consistently follow hand washing procedures at all required times. Non-antibacterial soap and running water or acceptable alternative are used.			
7. No major safety hazards are present indoor or outdoor.			

**NOTES**

<b>Language and Literacy/Language and Books/Listening and Talking</b>	YES	NO	N/A
1. A wide selection of books is accessible: At least 12 books appropriate for each age group but no less than 2 per child are accessible daily. <b>FCCERS only</b> More than 20 books are accessible throughout the observation for infants and toddlers. <b>ITERS only</b> At least 30 books appropriate for preschool children are accessible daily. <b>ECERS only</b>			
2. Book times are warm and interactive. Staff informally read books to children daily.			
3. Staff have conversations with all children frequently throughout the day during routines and free play. Verbal communication is positive, encouraging and personalized.			
4. Materials and activities that encourage children to communicate are appropriate and accessible during free play and routines.			
5. Staff use words that name and describe people, places, things and actions as children experience them in their daily routines and play.			
6. Staff use opportunities from the materials, displays, and other experiences frequently to introduce and define words to children. <b>ECERS/ITERS only</b>			
7. Staff add information to expand on ideas presented by children.			
8. Staff add words to the actions they take in responding to children throughout the day. Staff generally respond in a timely manner.			
9. Staff talk about logical relationships while children use materials that simulate reasoning. Children are encouraged to talk through or explain their reasoning when solving problems. Concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences. <b>ECERS only</b>			

**NOTES**

<b>Activities/ Learning Activities</b>	YES	NO	N/A
1. Many and varied developmentally appropriate fine motor materials of each type are accessible to children. Materials are stored separately, at child level, are well-organized with similar toys stored together.			
2. Many and varied art materials, which are safe and non-toxic, are accessible to children. Individual expression and use of art material is encouraged for all ages. Staff facilitate appropriate use of materials.			
3. Many and varied music materials, including instruments and dance props, are accessible to children. Various types of music are used.			
4. A variety of blocks and accessories are accessible to children. Blocks and accessories are organized according to type.			
5. A special block area is set aside out of traffic, with enough space, storage and a suitable building surface. <b>ECERS/ITERS only</b>			
6. Sand and/or water activities are provided regularly and a variety of accessories are accessible when age appropriate. Supervision is close.			
7. Many and varied age-appropriate dramatic play materials are accessible to children. A dramatic play area is clearly defined with organized storage.			
8. Developmentally appropriate nature/ science games, materials or activities are accessible to children. Daily events are used as a basis for learning about nature/science.			
9. Many developmentally appropriate math/number materials of various types are accessible to children.			
10. Books, props, pictures and materials used to represent diversity are developmentally appropriate, non-violent and culturally sensitive and depict gender diversity.			
11. All media screen time use follows recommended guidelines. Children under 2 do not have access.			
12. Gross motor space is available indoors and outdoors and is ample enough for children to move freely. Space has enough developmentally appropriate portable and stationary equipment for children to be active in a safe manner. <b>ITERS/FCCERS only</b>			

**NOTES**



<b>Program Structure</b>	YES	NO	N/A
1. The schedule provides a balance of structure and flexibility with a variety of play activities, indoor and outdoor weather permitting daily. Children should not wait longer than 3 minutes with nothing to do during transitions.			
2. Indoor and outdoor free play occurs daily, weather permitting with supervision that protects children’s health and safety. For the purposes of ERS observations in Nebraska, weather permitting means almost every day, unless there is active precipitation, extremely hot (90° or above) or cold (10° or below) feels like temperature, or public announcements that advise people to remain indoors due to weather conditions or high levels of pollution that might cause health problems.			
3. Staff are actively involved in facilitating children’s play. Ample and varied toys, games, and equipment are accessible for children to use in free play.			
4. Whole group gatherings are limited to short periods suitable for the age and individual needs of children. Some routines are done in small groups or individually. Children are never forced to participate in whole group.			
5. Alternative activities are accessible for children not participating in whole group.			
6. Provisions for children with disabilities include: minor modifications made to meet the needs of children with disabilities. <b>FCCERS only</b>			
7. Parents are involved in sharing information with staff almost daily, setting goals and giving feedback about how the program is working. <b>FCCERS only</b>			

**NOTES**