



Family Child Care Environment Rating Scale (FCCERS-3) Self-Assessment

Facility Name:

Date:

Staff/provider:

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 the program. If there are multiple classrooms in the program, consider completing the self-assessment in all or almost all classrooms. If you do not complete the self-assessment for all classrooms, make sure at least one is completed for each age group served.

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 Family Child Care Environment Rating Scale (FCCERS-3) manual.

Personal Care Routines	YES	NO	N/A
1. 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, 12 months and older, who are eating solid food, between meals. Sanitary procedures are maintained, food allergies are posted, and food/beverage substitutes are posted.			
2. Staff/provider 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.			
3. 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.			
4. Diapering/toileting schedules meet the individual needs of children. Sanitary conditions are maintained. Paper is used on the diapering surface. The stand-up and lay down procedures are used when appropriate.			
5. Adults and children consistently follow hand washing procedures at all required times. Non-antibacterial soap and running water or acceptable alternative are used.			
6. No major safety hazards are present indoor or outdoor.			

NOTES

Language and Literacy/Language and Books	YES	NO	N/A
1. A wide selection of books is accessible. More than 20 appropriate books are accessible with at least 6 for each age group.			
2. Book times are warm and interactive. Staff/provider informally read books to children daily.			
3. Staff/provider 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/provider use words that name and describe people, places, things, and actions as children experience them in their daily routines and play.			
6. Staff/provider use opportunities from the materials, displays, and other experiences frequently to introduce and define words to children.			
7. Staff/provider add information to expand on ideas presented by children.			
8. Staff/provider add words to the actions they take in responding to children throughout the day. Staff/provider respond in a timely manner.			
9. Staff/provider 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.			

NOTES

Activities/ Learning Activities	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/provider facilitate appropriate use of materials.			
3. Many and varied music materials, including instruments 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.			
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.			

NOTES

Interactions	YES	NO	N/A
1. Staff/provider/child interactions are pleasant, frequent, and helpful. Staff/provider show awareness of the whole group, react quickly to solve problems in a comforting and supportive way, and act to prevent dangerous situations before they occur.			
2. Careful supervision indoors and outdoors occurs in order to assure children’s safety of all ages. Staff/provider give children help and encouragement when needed. Arrangement of the space makes it possible for staff/provider to see all children at a glance. Supervision is appropriate based on the materials and the child’s development.			
3. Expectations are generally realistic and based on age and ability of children. Staff/provider use non-punitive discipline methods effectively and the program is set up to avoid conflict and promote appropriate interaction. Staff/provider do not use physical punishment or severe discipline.			
4. Staff/provider respond to children in a warm, supportive manner through the use of appropriate verbal and physical contact that is respectful and sympathetic to children who are upset, hurt or angry.			
5. Staff/provider facilitate positive peer interactions among children. This includes stopping negative or hurtful interactions and modeling positive social skills.			

NOTES

Program Structure	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/provider 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.			

NOTES