

California Department of Education
Early Education and Support Division
March 2017

Instructions For Environment Rating Scales – Summary of Findings

- **Complete the Environment Rating Scale (ERS) as directed in the ERS instructions <http://www.ersi.info/ecers.html>.**

Complete one for each contract type and/or Family Child Care Home Education Network (FCCHEN). Contractors serving children in family child care homes should complete the ERS Summary of Findings for the FCCHEN. The ERS Summary of Findings is used to complete the PSE Annual Report.

- **Enter the required contractor information at the top the EESD 4002:**
 - Contractor Legal Name
 - Contract Type and/or FCCHEN
 - Age Group
 - Planning Date – This is the date the first four columns of the form are completed
 - Lead Planner Name and Position
 - Record the Follow-up Date(s) – These dates indicate when the Action Steps have been reviewed
 - The Follow-up Date(s) will also indicate when reflections are recorded (see Follow-up and Reflection below)
- **Enter the Subscale and Average Score.**
 - Each classroom or FCCHEN is to complete the entire ERS items
 - Average all ERS subscale scores for all of the classrooms and/or FCCHEN
 - If the contract has multiple sites, average subscale scores by:
 - Site and then at the program level
 - A FCCHEN will average subscale scores for family child care homes in the network

➤ **Enter Key Findings from the Environment Rating Subscales.**

- Select two Items that indicate a need for improvement in each Subscale listed with an average score below “5.0”
 - These Items are the key findings or trends identified as needing improvement after a review of all completed environment rating scales
- For those contractors with only Subscale averages of “5.0” or higher
 - Select one Item that indicates a need for improvement from each of the two lowest Subscales

➤ **Enter Action Steps.**

- Develop and write attainable Action Steps to improve each key finding, or Item
 - Include multiple action steps, such as modifications and/or changes to instructional materials, training, schedules, space, and supervision

➤ **Enter Expected Completion Date and Persons Responsible.**

- Enter the date when the Action Steps will be completed
- Identify the person(s) who will be responsible for each Action Step

➤ **Enter Follow-Up and Reflection.**

- This column will be blank when the Summary of Findings is first completed
- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up
- Record modifications or changes needed to complete the Action Steps, and expected completion dates
- Reflect on the results and record progress or changes made to the key finding(s)

California Department of Education
 Early Education and Support Division
 March 2017

Environment Rating Scale – Summary of Findings

Contractor Legal Name Davis Joint Unified School District Children’s Center	
Contract Type and/or FCCHEN CSPP	Age Group (Infant/Toddler, Preschool, School Age) Preschool
Planning Date April 2019	Lead Planner Name and Position Jenna Gonzalez Program Director
Follow-up Date(s) June 2019	Lead Planner Name and Position Tereadel Sosa Borges Teacher

This form can be expanded and is not limited to a single page

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)
#2 Furniture for routine care, play, and learning Score: 2	During ERs it was found that the cubbies that are provided for both am and pm sessions are not sanitized after am and pm sessions.	Teachers were trained at a staff meeting on the sanitizing of cubbies after each use.	June 2019	
		Staff was provided sanitizing solution for cubbies.		
		They were instructed to spray and leave it sitting for 1 min and then wipe dry.		
#5 Space for privacy	During our ERS observation it was found that children were crawling underneath the loft and staff was unaware of who	Staff was instructed that if the loft area is open there needs to be a teacher directly supervising the loft.	April 2019	

	was under there.	Staff had a circle time activity talking to the children about safely playing in and under the loft.		

Quality Counts Yolo County

Raising the Quality of Early Learning and Care

ECERS-R

Lead Teacher

Tereadel Sosa Borges

Reviewer

Tracy Marrs

Review Date

12/11/2018

Location

Davis Joint USD

DJUSD Children's Center State

Preschool

Red Cubby

Room Number

Red Cubby

Time of Day

Full Day

Summary of Scores for This Session

	Total Subscale Score	Total Items Scored	Subscale Average
I. Space and Furnishings:	32	8	4.00
II. Personal Care Routines:	15	5	3.00
III. Language and Reasoning:	25	4	6.25
IV. Activities:	63	10	6.30
V. Interaction:	30	5	6.00
VI. Program Structure	19	4	4.75
VII. Parents and Staff:	39	6	6.50
	223	42	5.31

5
5
5
5
4
4
—
28

ECERS-R Line Item Scores

I. Space & Furnishings

1. Indoor Space	7
2. Furniture for routine care, play, and learning	2
3. Furnishings for relaxation and comfort	6
4. Room arrangement for play	4
5. Space for privacy	2
6. Child-related display	7
7. Space for gross motor play	2
8. Gross motor equipment	2
Subscale Average	4.00

II. Personal Care Routines

9. Greeting/departing	7
10. Meals/snacks	2
11. Nap/rest	0
12. Toileting/diapering	2
13. Health practices	2
14. Safety practices	2
Subscale Average	3.00

III. Language & Reasoning

15. Books and pictures	7
16. Encouraging children to communicate	7
17. Using language to develop reasoning skills	4
18. Informal use of language	7
Subscale Average	6.25

IV. Activities

19. Fine motor	7
20. Art	7
21. Music/movement	6
22. Blocks	6
23. Sand/water	6
24. Dramatic play	6
25. Nature/science	7
26. Math/number	7
27. Use of TV, video and/or computers	4
28. Promoting acceptance of diversity	7
Subscale Average	6.30

V. Interaction

29. Supervision of gross motor activities	6
30. General supervision of children (other than gross motor)	4
31. Discipline	6
32. Staff-child interactions	7
33. Interactions among children	7
Subscale Average	6.00

VI. Program Structure

34. Schedule	2
35. Free play	7
36. Group time	4
37. Provisions for children with disabilities	6
Subscale Average	4.75

VII. Parents & Staff

38. Provisions for parents	7
39. Provisions for personal needs of staff	6
40. Provisions for professional needs of staff	7
41. Staff interaction and cooperation	6
42. Supervision and evaluation of staff	7
43. Opportunities for professional growth	6
Subscale Average	6.50

Overall ECERS-R Score

5.31

ECERS-R Scoring System Key

0	0	1	2	3	4	5	6	
NR	NA	Inadequate	Minimal	Good	Excellent			

ECERS-R Indicator Scores

I. Space and Furnishings

1. Indoor Space

1.1	No
1.2	No
1.3	No
1.4	No
3.1	Yes
3.2	Yes
3.3	Yes
3.4	Yes
3.5	NA
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	7

Notes:

Highest quality score was achieved as all indicators were met. The indoor space used for child care was very pleasant. All flooring, window coverings, the ceiling and the walls were in good repair.

2. Furniture for routine care, play, and learning

1.1	No
1.2	No
3.1	No
3.2	Yes
3.3	NA
5.1	Yes
5.2	Yes
5.3	NA
7.1	Yes
7.2	Yes
Score	2

Notes:

3.1 - Sufficient furniture for routine care requires that each child enrolled should have an individual cubby and napping provision that is not shared with anyone else. Because the 20 cubbies in the room are shared between children in the morning and afternoon programs, these spaces should be sanitized between use. Upon interview, it was determined that this practice is not currently being implemented. Visit http://ersi.info/ecers_notes.html to print the Additional Notes that are used in scoring. Extra information can also be found for this indicator in Caring For Our Children 3rd Edition on pages 251-256. All other indicators were met.

3. Furnishings for relaxation and comfort

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	No
Score	6

Notes:

Quality evidence: 7.1 - Soft furnishings in addition to cozy area were accessible to children.

4. Room arrangement for play

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
3.4	Yes
5.1	Yes
5.2	No
5.3	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	4

Notes:

5.2 - All quiet and active centers should be placed to not interfere with one another. All About ECERS-R page 28 defines both quiet and active centers, and states that separation in physical space is needed since barriers such as toy shelves do not cut down on noise. During the observation, the following activity areas were taken into consideration when determining this score: * Books were stored on top of the block center * Block center was located next to reading area * Musical instruments were stored next to quiet space (loft) * Books were stored in the dramatic play area that were unrelated to thematic play All other indicators were met.

5. Space for privacy

1.1	No
3.1	Yes
3.2	No
5.1	Yes
5.2	Yes
7.1	No
7.2	Yes
Score	2

Notes:

3.2 - All space for privacy should be easily supervised by staff. During the observation, it was noted that children crawled underneath the loft on multiple occasions without staff awareness.

6. Child-related display

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	7

Notes:

Highest quality score was achieved as all indicators were met. The students had access to many child-related display elements within the classroom at their eye level. Individual student artwork predominated, and three-dimensional artwork was displayed in the room.

7. Space for gross motor play

1.1	No
1.2	No
3.1	Yes
3.2	No
5.1	Yes
5.2	No
5.3	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	2

Notes:

3.2 - Gross motor space should be generally safe, with consideration to fall zones, protective surfacing, equipment spacing, fencing, entrapment, and protrusions. Playground Guidelines for the ECERS-R can be found at ersi.info/ecers_supmaterials.html. During the observation, the following major safety considerations were noted: *There was insufficient cushioning below play equipment to protect against falls (measured at 2-5" at base of slide). *According to the Playground Guidelines found on ersi.info, a discrete barrier (such as structural bollards, mature trees, or posts) should be placed along any side of the playground which is within 30 feet of streets or parking lots to prevent a vehicle from accidentally entering the space. *Surrounding fence should measure at least 48" (measured at 35" in some areas). *Spaces that measure between 3.5-9" are considered potential entrapment areas (at top of fencing). 5.2 - Space should be easily accessible for children in the group. Access to the gross motor space required students to walk an extended

distance.

8. Gross motor equipment

1.1	No
1.2	No
1.3	No
3.1	No
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	NA
7.1	Yes
7.2	Yes
Score	2

Notes:

3.1 - As stated on page 7 of the ECERS-R tool, children in a 3 hour program should have 25 minutes of access to gross motor equipment each day. On the day of the observation, children had access to gross motor equipment for 23 minutes. All other indicators were met.

9. Greeting/departing

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. Staff consistently and warmly greeted students upon arrival to the classroom. Teaching staff used arrival and departure as a time to share information with parents, and greeting/departure was well organized with established routines for parents and children.

10. Meals/snacks

1.1	No
1.2	No
1.3	No
1.4	No
1.5	NA
3.1	Yes
3.2	Yes
3.3	No
3.4	Yes
3.5	NA
3.6	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	NA
7.1	Yes
7.2	No
7.3	Yes
Score	2

Notes:

3.3 - A significant attempt should be made to maintain sanitary conditions by following proper procedures for eating surfaces (before and after use), hand hygiene (before and after eating), and serving uncontaminated foods. Hand washing and table washing procedures can be found at ersi.info/ecers_supmaterials.html. During the observation, the following practices were taken into consideration when scoring this indicator: *Students and adults must wash their hands using proper hand washing procedures. While an attempt was made to wash hands before snack, attention should be given to rub for 20 seconds outside the stream of water. During the observation, it was regular practice for children and adults to rub hands together for approximately 0-5 seconds before rinsing. *Touching the faucet to turn the stream of water back on resulted in re-contamination of hands. *Sitting on the ground after washing hands resulted in re-contamination of hands. *Two children were noted as not washing hands before snack at all. *Hands should be washed after snack as well.

12. Toileting/diapering

1.1	No
1.2	No
1.3	No
1.4	No
3.1	No
3.2	Yes
3.3	No
3.4	Yes
3.5	Yes
5.1	Yes
5.2	No
5.3	Yes
7.1	Yes
7.2	Yes
Score	2

Notes:

3.1 - Sanitary conditions should be maintained with no major problems. When the same sink is used for toileting and food related routines, it must be disinfected after toileting use. During the observation, children and staff used the bathroom sinks to wash hands prior to re-entering the classroom and eating snack. 3.3 - Staff and children should wash hands properly at least 75% of the time after toileting. See http://ersi.info/ecers_supmaterials.html for hand washing guidelines. During the observation, it was regular practice for children to rub hands together for less than 20 seconds outside the stream of water and touch the faucet after washing (to turn water back on), resulting in re-contamination of hands. 5.2 - Provisions should be convenient and accessible for children in group, located in or adjacent to the classroom.

13. Health Practices

1.1	No
1.2	No
3.1	Yes
3.2	No
3.3	Yes
3.4	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	2

Notes:

3.1 - Adequate hand washing (following proper procedure) should take place at least 75% of the time upon arrival and re-entry, before and after moist/shared sensory play, before and after cooking or water play, and when hands are otherwise contaminated. See http://ersi.info/ecers_supmaterials.html for proper hand washing procedure and http://ersi.info/ecers_notes.html for guidelines regarding use of hand sanitizer. On the day of the observation, proper hand washing was needed upon arrival and re-entry (washing in bathroom located outside of the classroom does not meet the requirements of this indicator), after sand play, and after messy play. 3.2 - Staff should take action to cut down on the spread of germs, keeping spaces, materials, and equipment clean at least 75% of the time with no major problems observed. Note that when the same sink is used for both toileting and food related routines, it must be disinfected after toileting use.

14. Safety practices

1.1	No
1.2	No
1.3	No
3.1	No
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
7.1	Yes
7.2	Yes
Score	2

Notes:

3.1 - No more than 5 minor safety hazards should exist indoors or outdoors, and no safety hazards should exist which could cause serious injury. See item 7 for outdoor safety concerns and visit ersi.info/ecers_supmaterials.html to print Playground Guidelines. Safety considerations that were noted indoors during the observation included: * exposed internet jacks located in children's play space * pushpins used in classroom (hazard because children were observed mouthing toys)

ECERS-R Indicator Scores

III. Language and Reasoning

15. Books and pictures

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
5.5	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to having a wide variety of appropriate books for a substantial portion of the day, books/language materials are rotated to maintain interest and support current classroom activities/themes.

16. Encouraging children to communicate

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to incorporating communication activities throughout the day with materials in a variety of areas, staff balanced listening/talking and linked children's spoken communication with written language.

17. Using language to develop reasoning skills

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	No
7.1	Yes
7.2	Yes
Score	4

Notes:

5.2 - At least 2 examples should be observed where children are encouraged to talk through or explain their reasoning when using materials that stimulate logical thinking. While teachers were observed asking many open-ended questions along with some "How" and "Why" questions, at this level of quality, these questions should be in relation to concrete materials, and enough time should be given so that children generate answers rather than teachers providing the answers. Note that one example was heard during the observation that met this criteria. All other indicators were met.

18. Informal use of language

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to having individual conversations with most of the children, staff added information to expand knowledge and asked questions to encourage longer/more complex answers.

19. Fine motor

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to having many/varied materials for a substantial portion of the day, materials are rotated to maintain interest and containers/shelves had labels to encourage self-help.

20. Art

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to having many/varied materials for a substantial portion of the day, 3-dimensional materials are used regularly, and individualized activities are extended over several days in relation to other classroom experiences.

21. Music/movement

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
7.1	Yes
7.2	No
7.3	Yes
Score	6

Notes:

Quality evidence: 7.1 – Music was available as both a free choice and a group activity daily. Quality evidence: 7.3 – Creativity was encouraged with music activities.

ECERS-R Indicator Scores

IV. Activities

22. Blocks

1.1	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	No
7.3	Yes
Score	6

Notes:

Quality evidence: 7.1 – At least 2 types of blocks and a variety of accessories were accessible daily. Quality evidence: 7.3 – Some block play was available outdoors.

23. Sand/water

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	No
7.2	Yes
Score	6

Notes:

Quality evidence: 7.2 – Different activities are done with sand and water.

24. Dramatic play

1.1	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
7.3	No
7.4	No
Score	6

Notes:

Quality evidence: 7.1 – Materials are rotated for a variety of themes.

Quality evidence: 7.2 – Props were provided to represent diversity.

ECERS-R Indicator Scores

IV. Activities

25. Nature/science

1.1	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to providing a variety of organized materials for a substantial portion of the day, staff use everyday events for learning, plan additional activities requiring more input, and use audio/visual materials to add information.

26. Math/number

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to providing a variety of organized materials for a substantial portion of the day, staff use everyday events for learning, plan additional activities requiring more input, and rotate materials.

27. Use of TV, video and/or computers

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	NA
5.3	No
5.4	Yes
7.1	NA
7.2	Yes
Score	4

Notes:

5.3 - Most of the media materials should encourage active involvement. During the interview, it was reported that short video clips are shown (lasting approximately 3 minutes) one to two times a month to support thematic learning or science concepts. The example given was in relation to the day's activities - a fast forward clip of ice melting. At this level of quality, the expectation is that the media would encourage physical involvement/participation. All other indicators were met.

28. Promoting acceptance of diversity

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to providing props and materials that represent diversity, daily routines and special activities promote understanding and acceptance of diversity.

29. Supervision of gross motor activities

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	No
7.3	Yes
Score	6

Notes:

Quality evidence: 7.1 – Staff talked with children about ideas related to their play. Quality evidence: 7.3 – Staff helped children develop positive social interactions.

30. General supervision of children

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	No
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
Score	4

Notes:

5.1 - Careful supervision of ALL children should be consistently observed, with hazardous situations supervised closely. During the observation, minor lapses were noted when children were using the restroom and spaces for privacy (under the loft). Although teachers stood at the main entrance to the bathroom, at one point a single staff member had taken two boys and one girl to the restroom and the children used two separate facilities. While the teacher checked on the children intermittently, she was not able to ensure that children used toilet paper, flushed, and washed properly. All other indicators were met.

31. Discipline

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	No
7.3	Yes
Score	6

Notes:

Quality evidence: 7.1 – Staff actively involved children in solving their conflicts. Quality evidence: 7.3 - Staff seek advice from other professionals concerning behavior problems.

32. Staff-child interactions

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to showing warmth, respect, and sympathy, all staff seemed to enjoy being with the children and encouraged mutual respect.

33. Interactions among children

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to modeling good social skills, staff help children develop appropriate social behavior and provide opportunities for children to work together, resulting in positive peer interactions.

34. Schedule

1.1	No
3.1	Yes
3.2	Yes
3.3	No
3.4	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
Score	2

Notes:

3.3 - At least one indoor and one outdoor play period should occur daily (weather permitting). As stated on page 7 of the ECERS-R tool, each of these time periods should be at least 25 minutes for a 3 hour program. On the day of the observation, children had 23 minutes of outdoor play from 8:52-9:15. All other indicators were met.

35. Free play

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	

Notes:

Highest quality score was achieved as all indicators were met. In addition to providing ample/varied materials for a substantial portion of the day, staff actively supervised children and engaged in educational interactions during free play.

36. Group time

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	No
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	4

Notes:

5.1 - Whole group gatherings should be limited to short periods, suited to age and individual needs of children so that all children remain interested and involved. During the observation, support staff re-directed children's attention on multiple occasions and attended to minor behavioral challenges from children who were not engaged in the large group concept being discussed. All other indicators were met.

• give options

37. Provisions for children with disabilities

1.1	No
1.2	No
1.3	No
1.4	No
3.1	Yes
3.2	Yes
3.3	Yes
3.4	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	No
7.2	Yes
7.3	Yes
Score	6

Notes:

Quality evidence: 7.2 – Children with disabilities are integrated into the group and participate in most activities. Quality evidence: 7.3 – Staff contribute to individual assessments and intervention plans.

38. Provisions for parents

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
3.4	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	7

Notes:

Highest quality score was earned.

39. Provisions for personal needs of staff

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
3.4	Yes
3.5	NA
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	No
7.3	Yes
Score	6

Notes:

40. Provisions for professional needs of staff

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	Yes
7.2	Yes
Score	7

Notes:

Highest quality score was earned.

41. Staff interaction and cooperation

1.1	No
1.2	No
1.3	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
7.1	No
7.2	Yes
7.3	Yes
Score	6

Notes:

42. Supervision and evaluation of staff

1.1	No
1.2	No
3.1	Yes
3.2	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
7.3	Yes
Score	6

Notes:

Highest quality score was earned.

43. Opportunities for professional growth

1.1	No
1.2	No
3.1	Yes
3.2	Yes
3.3	Yes
5.1	Yes
5.2	Yes
5.3	Yes
5.4	Yes
7.1	Yes
7.2	Yes
7.3	No
Score	6

Notes: