



1771 Tribute Rd. Suite A
Sacramento, CA. 95815
(916) 344-6259

SAMPLE - FAMILY CHILD CARE ENVIRONMENT RATING SCALE **REVISED EDITION**

Dear Family Child Care Home Provider,

This is a sample of some of the items that are the minimum environmental requirements as determined by the California Department of Education for a licensed family child care home to be a part of the State funded Family Child Care Network. These examples represent a rating of 5, using a rating scale of 1 (inadequate) to 7 (excellent). This sample is not a complete list. For the more comprehensive requirements, the FCCERS-R may be viewed at your local library or purchased at a community college bookstore or online through a book vendor of your choice. If there are questions about program requirements, please contact us (916) 344-6259 and ask for the Family Child Care Homes department.

Resource for Criteria - Excerpt from *Family Child Care Environment Rating Scale Revised Edition (FCCERS-R)* by Thelma Harms, Debby Cryer and Richard M. Clifford, Teachers College Press (www.tcpres.com)

Look for evidence of a SAFE environment (FCCERS-R # 12):

- No obvious safety hazards; long cords, open electrical sockets, broken equipment or toys, unsecured furniture.
- Completed Fire Inspection. Emergency evacuation procedures are practiced monthly.
- Emergency Plan posted, as well as emergency numbers by phone.
- Parent's emergency cards/information is current and on file. An alternative caregiver available for emergencies. Transportation available for emergencies.
- First aid supplies well stocked but out of the reach of children. Hot water managed safely.
- Required licensing ratios, adult to child, are maintained at all times.
- CPR/First Aid training current.

Look for evidence of a HEALTHY environment (FCCERS-R # 1, 9, 10, 11)

- Tables are washed and sanitized before and after meals.
- Children must complete hand washing, with soap and running water, before and after meals; after toileting (including diaper changes) and after playing with pets.

Steps for children near sink if needed. *Children of all ages must have their hands washed including infants.*

- ❑ Each child has own towel OR paper towels are used.
- ❑ Extra clothes available.
- ❑ Proper food preparation and storage.
- ❑ Maintenance of children's health records, immunizations up to date.
- ❑ Regular washing of napping materials, individual towels and toys.
- ❑ Knowledge of nutritional needs.
- ❑ Children's food allergies posted.
- ❑ Site looks and smells appropriate.
- ❑ Noise level acceptable.
- ❑ Environment provides fresh air and natural light.
- ❑ No medication is given unless prescribed by medical personnel.
- ❑ Follows sanitary diaper changing process. Near water. Helps with toilet training.

Sanitary Diaper Changing Process

1. Diapering area is sanitized after each use.
2. Adult washes hands before changing diaper
3. Soiled diapers are disposed in lined, hands-free container
4. Child is wiped clean with moist cloth or baby wipe. Soiled cloth is disposed of properly. Clean diaper is placed on child.
5. Child's hands are washed with soap and running water.
6. Diapering area is cleaned and sanitized.
7. Adult wash hands **thoroughly** with soap and running water.

Look for evidence of a LEARNING environment (FCCERS-R # 2-6, 13-26, 31, 32, 33)

Age Groups are: Infant/Toddler, Preschool and School age children

- ❑ Child sized furniture and equipment. ♦ Soft furniture, carpet, stuffed animals. Minimum is 10 items OR 2 per child (which ever is most)
- ❑ Child related display. ♦ 2 pieces per enrolled child
- ❑ Adult seating available.
- ❑ Infants are not contained in high chairs or playpens for long periods of time.
- ❑ Space is well arranged indoors and outdoors. Play materials grouped (Ex. Blocks near open space, dishes & food near play kitchen set.
- ❑ Storage space available for children's belongings and learning materials.
- ❑ Optimum amount of age-appropriate toys, materials and equipment available. Labeled and at child's level. ♦ variety of games and materials ♦ variety of eye/hand coordination toys ♦ No less than 2 books per child or 12 books per age group. Books must be of a wide selection defined as varying races, ages, abilities, animals, including fiction and factual information
 - ♦ language toys, phones, puppets, songs
- ❑ Provides culturally sensitive caregiving. Dolls from at least 3 racial groups & 4 props (Ex. Clothes & toy foods) ♦ boys and girls are not limited to traditional roles

- ❑ Children given choice of activities and decision to participate.
- ❑ Attention given to children's individual needs. (Ex: naps and meals for infants on their individual schedules)
- ❑ Space to be alone / comfort space away from the group that is easily supervised by an adult.
- ❑ Provider talks and responds to children during routines.
- ❑ Limited use of TV/Computer (educational only) per day is less than 30 minutes for preschool children and 1 hour for school-age children
- ❑ Provides learning activities and opportunities such as:
 - ◆ sensory/sand and water at least 2 times per week
 - ◆ field trips
 - ◆ creative art minimum of 2 items per category (*3D materials, paints, drawing materials, collage materials, tools* = safe scissors, stapler, hole punches, tape dispensers). Coloring books, photocopied pages don't count as art, but as fine motor activities.
 - ◆ music and movement: Minimum of 10 instruments, 3 per age group
 - ◆ dramatic play at least 2 different themes available (dishes, dress up hats, shoes, clothes available to act out work, leisure or fantasy themes)
 - ◆ large and fine motor activities
 - ◆ blocks (legos and Lincoln logs don't count)
 - ◆ shape & number materials for all age groups. Minimum of 5 materials per age group. Example: Infant/Toddler- various rattles, board books, shape sorters, etc. Preschool- number puzzles, magnetic numbers, small objects for counting, etc. School age- tape measures, number lines, cubes, geo boards, calculators, etc.
 - ◆ science, nature. Minimum is 9 items from at least 3 out of 4 of the following categories: Collections of Natural Objects, Living Things (indoors & outdoors), Nature & Science Books & Games, Tools (ex: Magnets, magnifying glasses, microscopes, thermometers)

Look for evidence that the provider supports POSITIVE GUIDANCE & DISCIPLINE (FCCERS-R # 27-30):

- ❑ Talks and redirects children while showing respect towards children.
- ❑ Models appropriate behavior & language with children as well as other adults in the environment.
- ❑ Controls and guides children's behavior without using ridicule, verbal or corporal punishment.
- ❑ Encourages problem solving when children are in conflict.

Look for evidence that the provider strives toward a PARENT-PROVIDER PARTNERSHIP (FCCERS-R # 7, 35):

- ❑ Regular and ongoing communication with parent during arrival and departure
- ❑ Friendly atmosphere
- ❑ Regular parent meetings/conferences/encouragement of parent involvement.
- ❑ Parent Information Board
- ❑ Mutual approach to problem solving
- ❑ Attention to parents needs.
- ❑ Supports cultural and family background.

- ❑ Flyers/brochures/handouts/articles/newsletter on child related information on health and parenting available to parents.

Look for evidence that the provider strives for PROFESSIONALISM (FCCERS-R # 37-38):

- ❑ Regularly attends college classes, workshops, trainings, or is a member of child care professional organization.
- ❑ Indication of proper record keeping with sign-in sheets, children's files, newsletters.

Other areas:

- ❑ Meal/snacks are prepared in advance, children are allowed to help, menus are posted, hand washing before meal preparation and during food service.
- ❑ Napping/resting arrangements: Nap is scheduled, all cribs/cots/mats are 36 inches apart, and children have their own linens, which are washed weekly. Nap supervision is pleasant and warm.
- ❑ Environment is reasonably quiet. Provider talks to the children in a pleasant/neutral tone. Talks about things children are experiencing. Makes eye contact & encourages children to communicate with provider & each other throughout the day.
- ❑ Provider promotes acceptance of diversity. Minimum of 3 books, 3 pictures, and 3 materials (puzzles, CD's) in all areas of diversity. Example: images of males and females in traditional and non-traditional roles. 4 props of various cultures accessible for use in dramatic play such as dolls, clothes, cooking & eating utensils.
- ❑ Outdoor play space must be fenced and have ample materials/equipment for children.
- ❑ Provider shows awareness of whole group while working with a small group. Provider listens attentively, makes eye contact, and treats children fairly. Provider uses positive verbal and physical interactions with children.
- ❑ Program is set up to avoid conflict. Attention is given frequently when children are behaving appropriately. Provider models appropriate behavior and positive interactions.
- ❑ Group activities are limited to short periods and are age appropriate. Alternative activities are accessible for children not participating in the group activities.