

Additional Notes for Clarification for the FCCERS-3

Be sure to replace older notes with newer notes.

Release Date

02-2020 Item 1, 2, 5, 6, 7, 14, 15, 17, 18, 20, 25, 27, 30, 33

1. Indoor space	3.2	If a home has windows with dark shades or blinds on all windows that are closed throughout the observation, credit is not given since children do not experience natural light.
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2. Furnishings for care, play, and learning	1.1, 3.1, 5.3	(Entire note added to 5.3, last paragraph added to 1.1, 3.1)
	5.3	Since children of different ages and abilities have different needs for routine care furniture, each age group observed must have appropriate provisions. For example, infants need cribs for sleeping, while older children need cots, mats or beds for naps. All children need individual provisions for storing their personal possessions. Preschoolers and older children need easy access to their storage space, while only parents and providers need easy access to storage used for possessions of infant and toddlers. Each child should have an appropriate place to sit when being fed, unless all children are not fed at the same time.
		Younger children in diapers need a diapering table or appropriate alternative diapering surface, such as a plastic mat. When a diapering table is not used, an alternative diapering surface is considered adequate if the surface is nonporous and can be cleaned and sanitized. In addition, the surface must be long and wide enough to accommodate the child's whole body, from head to foot. The diapering surface must minimize the chance for contamination of surrounding surfaces. A diapering surface is acceptable only if diapering can be completed without contamination of surrounding areas.
		To give credit, furniture must obviously be used for routine care, and not simply be present or used for other non-child-related purposes. Score 1.1 No if most of the furniture needed for routine care is observed and used, even though one item may be inadequate to meet the needs of the children or is missing completely. Score 1.1 Yes only if many of the furnishings needed are not observed.
		If a smaller diapering table or other diapering surface is used, but it is not long and/or wide enough to accommodate the child's whole body, give credit for 3.1 but not for 5.1.
	5.4	Several means at least two areas.

5. Meals/snacks	1.2, 3.1, 5.2	When deciding whether foods observed being served at meals may be choking hazards, consider all foods offered. To score 1.2 Yes, most foods must be inappropriate, with many problems. For 3.1, generally appropriate means there may be a minor problem observed, but the children are not observed being affected. For example, there may be a food that might cause choking but children eat the food with no problems. To score 5.2 Yes, there can be no safety issues with the appropriateness of the food.
	3.4	To score No, an extremely negative interaction, or many mildly negative interactions must be observed.

6. Diapering/toileting	3.2, 5.2	When older four-year-olds or school-aged children are present, they have no toileting accidents, and the toilet is clearly freely accessible to them, it is not necessary to observe they have used the toilet.
	3.4	To score No, an extremely negative interaction, or many mildly negative interactions must be observed.
7. Health practices	1.3	To score Yes, the observed environmental risk must present an extreme hazard to the children and be likely to cause a major health risk. For example if many cigarette butts are observed within easy reach and supervision is lax, or obvious animal excrement is widespread in actively used play spaces, score Yes. However, if any environmental problems do not create a high risk, and supervision decreases the risk, score No.
14. Encouraging children’s use of books	5.3, 7.2	NA permitted applies only to infants who are unable to sit unsupported.
15. Fine motor	3.1	The fine motor materials must be accessible to score 3.1 Yes.
	1.3, 3.3	If no fine motor materials are observed to be accessible, score No. If materials are accessible but children do not choose to use them, then the provider must be observed encouraging their use at least once to score 1.3 No and 3.3 Yes.
17. Music and movement	1.2	Change the word “day” to “observation” in the indicator text.
	3.5, 5.3	If only one child is present, then a provider-led music activity is acceptable with just that one child participating.
	3.4	The intention of this indicator is that the provider offers the children a music experience that is not informal singing. Therefore, even if informal singing is not observed, credit can be given if another type of music activity is observed.
18. Blocks	1.2	(The book indicates the note below is for 1.1, it is for 1.2.)
		If no child plays with blocks and the provider does not encourage block play in any way, then score Yes.
20. Nature/science	1.3	If the only observed nature/science staff involvement is negative, such as stepping on a cockroach indoors, killing a mosquito, or telling a child about her fear of snakes, then score this indicator Yes. However, if there are also positive instances observed, such as showing interest in plants, animals or the weather, and these outnumber the negative, score No.
	5.1	The ten materials, representing two categories, do not include sand/water, which is considered separately in this indicator. For sand and /or water to be counted as accessible, children must be able reach and use them during the observation for a reasonable amount of time that allows satisfying productive play, but not necessarily for a full hour. If weather does not permit outdoor use, then sand and/or water must be made accessible indoors.

25. Supervision of gross motor play	7.2	Only one example is required. If either helping a child to develop a new skill or use more challenging equipment is observed, score Yes.
27. Provider-child interactions	3.3, 7.2	In some cases, a provider may show mild negativity with a child. If this happens very infrequently and other responses are overwhelmingly positive, 3.3 can still be scored Yes. However, if mild negativity is observed more often, score No.
30. Interactions among children	7.3	The intent of this indicator is for the provider to “teach” children how to work or play together in a satisfying way. It requires more than just making materials accessible and telling children to use them at the same time. For example, putting out a bin of interlocking toys and having children build independently with them is not enough to give credit. The provider must actively encourage children to work or play together, so they coordinate and cooperate in what they are doing in a way that is appropriate based on their abilities.
33. Group time	5.3	Delete the note that says to see the definition of accessible at beginning of scale. It does not apply here. The alternate materials should be accessible during the group time.
