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**17 ECERS-R (page 12) Item #2 Furniture for routine care, play, and learning, 3.1-** When considering children’s storage space (e.g., cubbies), determine whether children’s coats would fit without spilling out or touching another child’s possessions, even if the observation takes place when coats are not being used. Also, consider whether all children’s possessions that are put into cubbies fit (such as blankets, sheets, extra clothes) without spilling out.

**17 ECERS-R (page 12) Item #2 Furniture for routine care, play, and learning, 3.1 (continued)-** However, if children do not use their cubbies well (not pushing things into the space properly so things fall out) consider whether the furniture would hold everything if used correctly. Consider the problem of things spilling out of cubbies in Health and Nap if appropriate.

**17 ECERS-R (page 18) Item #7 Space for gross motor play, 3.2-** When noting hazards, do not try to imagine every possible accident that could occur. Instead consider the **seriousness** of the hazard and the **likelihood**. A major hazard is one where the risk of serious injury is very high. A minor hazard is one where the consequences would not be as great or the accident would be less likely. (Ex. a bottle of full-strength bleach left within reach on a table (major hazard), compared to a bottle that is stored up high, out of reach, but not locked (minor hazard).

**17 ECERS-R (page 18) Item #7 Space for gross motor play, 3.2-** Taken from ASTM F2049: A barrier needs to be in place to prevent a vehicle from accidentally entering the play space. This can be done one of 3 ways: 1.) Discrete barrier such as structural bollards, trees, or posts, should be placed along any side of the playground which is within 30 feet of streets or parking. Discrete barriers need to be placed with a maximum of 42 in. apart from each other. The distance from the fence to the barrier is a minimum of 2 feet.

**17 ECERS-R (page 18) Item #7 Space for gross motor play, 3.2 (continued)-** 2.) Continuous Barrier such as guardrails, concrete or brick reinforced wall should be placed along any side of the playground which is within 30 feet of streets or parking. The distance from the fence to the barriers is a minimum of 2 feet and a height of at least 48 in. 3.) Compliant impact tested fence: Need proof of compliance.

**17 ECERS-R (page 24) Item #10 Meals/snacks, 1.1, 3.1-** Children should be fed every two-three hours unless sleeping. During a 3 hour observation, at least one meal or snack should be observed.

**17 ECERS-R (page 32) Item #14 Safety practices, 1.1, 1.2, 3.1-** When noting hazards, do not try to imagine every possible accident that could occur. Instead consider the **seriousness** of the hazard and the **likelihood**. A major hazard is one where the risk of serious injury is very high. A minor hazard is one where the consequences would not be as great or the accident would be less likely. (Ex. a bottle of full-strength bleach left within reach on a table (major hazard), compared to a bottle that is stored up high, out of reach, but not locked (minor hazard).

**17 ECERS-R (page 32) Item #14 Safety practices, 1.1, 3.1 -** Consider bollards in safety practices as an indoor safety hazard based on classroom location (for example, a program in a strip mall, that is close to parking or streets with a classroom facing the parking or street). A barrier needs to be in place to prevent a vehicle from accidentally entering the indoor play space.

**17 ECERS-R (page 32) Item #14 Safety practices, 1.1, 3.1 (continued)-** A barrier such as structural bollards, trees, or posts should be placed along any areas where a classroom is located with 30 feet of streets or parking. Barriers need to be placed with a maximum of 42 in. apart from each other.

**17 ECERS-R (page 58) Item #29 Supervision of gross motor activities, 5.3-** To give credit at least one credible example must be observed.

**17 ECERS-R (page 61) Item #32 Staff-child interactions, 5.1-** Many instances, including the more subtle signs of affection, must be observed. This needs to be observed as a general practice throughout the observation. Some examples include: physical proximity, head pats, holding hands, sitting on laps, etc. Also, consider the comfort of the children and teachers in regard to physical contact.

**17 ECERS-R (page 65) Item #36 Group time, 1.2-** “Very few opportunities” means more than half of the observation.