



**COLORADO
SHINES**
START EARLY
START STRONG
QUALITY EARLY LEARNING

ECERS-R Walk-Through Video Resource (v9.1.2020)

Program Name:

Program License Number:

Classroom/Session Name:

The purpose of this document is to provide information about what your assessor will be evaluating through the submission of your Walk-Through Video and can also serve as a self-assessment. Use the "Reviewed" column to mark sections you have read and use the "Ready" column after you feel your child care space is ready for recording. This document is not meant to be a comprehensive list of all ERS requirements that will be evaluated, nor is it meant to be a checklist of what is required. Other item/indicators not included in this list, will be scored based on a scheduled interview and some will be marked N/A (not applicable/not scored). You can refer to your ECERS-R book for typical interview questions, and refer to the Not Applicable Indicators - ECERS-R list for additional ERS information.

ERS Requirement to be Evaluated	Reviewed	Ready	Notes
SPACE AND FURNISHINGS			
Indoor space			
Ample space for children and adults and furnishings	<input type="checkbox"/>	<input type="checkbox"/>	
Space is in good repair and well-maintained	<input type="checkbox"/>	<input type="checkbox"/>	
Space accessible to adults and children with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	
There is good ventilation and some natural lighting through windows or skylight; natural light and ventilation can be controlled	<input type="checkbox"/>	<input type="checkbox"/>	
Furniture for routine care, play, and learning			
Sufficient furniture for routine care, play, and learning and furniture is convenient, sturdy, and in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Children with disabilities have the adaptive furniture they need and it allows them to be included with peers	<input type="checkbox"/>	<input type="checkbox"/>	
Routine furniture is convenient to use	<input type="checkbox"/>	<input type="checkbox"/>	
Woodwork bench, sand/water table, or easel used	<input type="checkbox"/>	<input type="checkbox"/>	
Furnishings for relaxation and comfort			
Soft-furnishings clean, in good repair, and accessible to children for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
Cozy area is protected from active play	<input type="checkbox"/>	<input type="checkbox"/>	

Soft furnishings in addition to a cozy area accessible to children	<input type="checkbox"/>	<input type="checkbox"/>	
Room arrangement for play			
At least 5 interest centers	<input type="checkbox"/>	<input type="checkbox"/>	
Sufficient space for several activities to go on at once without interrupting each other	<input type="checkbox"/>	<input type="checkbox"/>	
Play spaces are accessible for children with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	
Quiet and active centers do not interfere with one another	<input type="checkbox"/>	<input type="checkbox"/>	
Centers organized for independent use	<input type="checkbox"/>	<input type="checkbox"/>	
Additional materials available to add or change centers	<input type="checkbox"/>	<input type="checkbox"/>	
Space for privacy			
Space for privacy accessible for use for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
Child-related display			
Appropriate materials displayed for predominate age group	<input type="checkbox"/>	<input type="checkbox"/>	
Most of the display is work done by children and is predominately individualized	<input type="checkbox"/>	<input type="checkbox"/>	
Much of the display relates closely to current activities and children in the group	<input type="checkbox"/>	<input type="checkbox"/>	
Many items displayed on child's eye level	<input type="checkbox"/>	<input type="checkbox"/>	
Three-dimensional child-created work displayed	<input type="checkbox"/>	<input type="checkbox"/>	
Space for gross motor play			
Adequate space outdoors some space indoors used for gross motor play	<input type="checkbox"/>	<input type="checkbox"/>	
Space is easily accessible for children in group	<input type="checkbox"/>	<input type="checkbox"/>	
Space is organized so that different types of activities do not interfere with one another	<input type="checkbox"/>	<input type="checkbox"/>	
Gross motor space has a variety of surfaces for different types of play, has protection from elements, and has convenient features	<input type="checkbox"/>	<input type="checkbox"/>	
Gross motor equipment			
Enough gross motor equipment is accessible	<input type="checkbox"/>	<input type="checkbox"/>	
Gross motor equipment is in good repair	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment stimulates a variety of skills and skills on different levels	<input type="checkbox"/>	<input type="checkbox"/>	

Adaptations made or special equipment provided for children in group with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	
Stationary and portable equipment both used	<input type="checkbox"/>	<input type="checkbox"/>	
PERSONAL CARE ROUTINES			
Toileting/diapering			
Provisions convenient and accessible for children in group	<input type="checkbox"/>	<input type="checkbox"/>	
Child-sized toilets and low sinks	<input type="checkbox"/>	<input type="checkbox"/>	
LANGUAGE-REASONING			
Books and pictures			
A wide selection of books and language materials are accessible to children in an organized way for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
ACTIVITIES			
Fine motor			
Many fine motor materials accessible to children for a substantial portion of the day and different levels of difficulty available	<input type="checkbox"/>	<input type="checkbox"/>	
Fine motor materials are in good repair, complete and organized, including labels on containers and shelves	<input type="checkbox"/>	<input type="checkbox"/>	
Art			
Many and varied art materials accessible to children for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
Individual expression in art activities	<input type="checkbox"/>	<input type="checkbox"/>	
Three-dimensional art materials included	<input type="checkbox"/>	<input type="checkbox"/>	
Music/movement			
Many music materials accessible for children's use for at least one hour daily	<input type="checkbox"/>	<input type="checkbox"/>	
Blocks			
Enough, space, blocks and accessories are accessible for children to build significant structures at the same time and for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
Special area set aside with clear floor space for block play and materials organized	<input type="checkbox"/>	<input type="checkbox"/>	
At least two types of blocks and a variety of accessories accessible daily	<input type="checkbox"/>	<input type="checkbox"/>	
Blocks and accessories are stored on open, labeled shelves	<input type="checkbox"/>	<input type="checkbox"/>	

Blocks available outdoors	<input type="checkbox"/>	<input type="checkbox"/>	
Dramatic play			
Many dramatic play materials, including dress-up clothes, accessible for a substantial portion of the day (fabric dress-up clothing not required)	<input type="checkbox"/>	<input type="checkbox"/>	
Separate storage for dramatic play materials	<input type="checkbox"/>	<input type="checkbox"/>	
Dramatic play area clearly defined, with space to play and organized storage	<input type="checkbox"/>	<input type="checkbox"/>	
Different themes accessible daily and materials rotated for a variety of themes	<input type="checkbox"/>	<input type="checkbox"/>	
Props provided to represent diversity	<input type="checkbox"/>	<input type="checkbox"/>	
Props provided for active dramatic play outdoors	<input type="checkbox"/>	<input type="checkbox"/>	
Nature/science			
Many developmentally appropriate games, material, or activities, from nature/science categories accessible to children for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
Nature/science materials are well organized and in good condition	<input type="checkbox"/>	<input type="checkbox"/>	
Math/number			
Many developmentally appropriate materials of various types accessible (math/number not taught only through rote counting or worksheets) and accessible to children for a substantial portion of the day	<input type="checkbox"/>	<input type="checkbox"/>	
Materials are well organized and in good condition	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting acceptance of diversity			
Many books, pictures, and materials (including dramatic play props) showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles	<input type="checkbox"/>	<input type="checkbox"/>	
Materials show diversity in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	
PROGRAM STRUCTURE			
Free play			
A substantial portion of the day is spent in free play and ample and varied toys are provided	<input type="checkbox"/>	<input type="checkbox"/>	