

13 **FCCERS-R General Note, *Hand sanitizer use*:** Hand sanitizer will no longer be allowed as a substitute for hand washing with water. Only soap and water will be acceptable for hand washing.

Hand washing: Per the [Colorado Health Department](#): When foam soap is used, hands must be **wet with warm, running water** prior to using foam soap. This step cannot be skipped. Using spray bottles is not an acceptable substitute, warm, running water must be used for all handwashing.

14 **FCCERS-R General Note, “Much of the day”-** In most items, “much of the day” is associated with the children’s access to materials typically used indoors (Ex: books, art materials, fine motor or dramatic play toys). It means most of the time that any child maybe awake and able to play. If children are prevented from using materials for long periods by overly long routines when the children have to wait with nothing to do, being kept in groups that they are not engaged in, or being kept in areas where access is not possible, then credit cannot be given for “much of the day.”

15 **FCCERS-R General Note, “Much of the day” (continued)-** Appropriate group activities in which children are engaged and interested for short periods that match their abilities are permissible as long as they do not significantly affect access to materials throughout the rest of the day.

16 **FCCERS-R General Note, “Much of the day” (continued)-** If children (or any child) who are ready to play are prevented from reaching and using materials for a total of 20 minutes during a 3 hour observation, then “much of the day” cannot be given credit. The 20 minutes can be calculated as one 20-minute time period, or may be calculated as a combination of smaller time periods that equal 20 minutes. “Much of the day” should be considered separately for each item where the requirement appears. In some cases, credit might be given on one item for much of the day, while not given for another item.

17 **FCCERS-R General Note, “Much of the day” (continued)-** If children are kept outdoors for extremely long periods (1/3 of the day or more), thus limiting access to materials typically used indoors, then to give credit for “much of the day”, such materials must be provided outdoors as well. Special attention should be paid to individual children who may not have the same access to materials as do the other children. For example, non-mobile children or children who are confined in a playpen may not have the same access to play materials as the other children in a group.

18 **FCCERS-R General Note, “Much of the day” (continued)-** For non-mobile infants, all required toys or materials do not have to be accessible at the same time during the whole observation because of problems with clutter. However, there must be clear indications that the required variety and numbers of materials are accessible at various times during the day.

19 **FCCERS-R General Note, “Much of the day” (continued)-** When timing for “much of the day”, begin timing when any child has no access to play materials when awake and ready to play. If the time the child does not have access is less than 3 minutes, do not count this in calculating the 20 minute limit. A wait of less than 3 minutes is acceptable. If the time with no access lasts for 3 or more minutes, use the whole time in calculating the 20 minutes time limit.

20 **FCCERS-R General Note, “Much of the day” (continued)-** Since it is beneficial for babies **less than 12 months** to be held, even without access to play materials, do not count time being held as long as the child receives regular interaction from the adult (Ex: talked to, shown things, patted), unless the child obviously does not want to be held. Also, a crying/upset baby who needs close physical contact to be soothed may not be “ready to play” and thus not require access to materials during these times.

21 **FCCERS-R General Note, “Much of the day” (continued)-** When children are taken for stroller rides, do not count the time spent riding as part of the 20 minutes when children do not have access to materials for “much of the day” as long as children are generally engaged (one child may be less engaged than others for some part of the ride, but most children should show interest, and no child should show distress), and the actual stroller ride is no longer than 20 minutes.

22 **FCCERS-R General Note, “Much of the day” (continued)-** Some children may fall asleep in the stroller, but in this case they are not awake and ready to play, so falling asleep should not count in the timing for “much of the day.” Sometimes there are delays in putting children into strollers, and after the walk, removing them. If children have to wait for long periods (over 3 minutes with no access to play materials) while waiting in the strollers, then the time waiting should be counted towards the 20 minute limit for “much of the day.”

23 **FCCERS-R General Note, *Ages and play- Infants, Toddlers, Preschoolers, School-agers*:** When referring to “very young children,” especially with regard to safety, we mean children under 3 years of age. *Play:* “Play,” or “play activities,” require that children are actively involved, able to use toys or other play materials, and are able to interact with others if they wish.

24 **FCCERS-R General Note, *Ages and play (continued)*-** Play is characterized by the child being engaged. Routine care times aren’t counted as play, even if they are done playfully. Play activities can be part of free play, provider or child- initiated, either indoors or outdoors, offered with many choices of things to do or with a more limited section, done individually, in small groups, or in a large group, and can be active or quiet.

25 **FCCERS-R (page 14) Item #1 Indoor space used for child care, 5.1-** Consider if the physical space could support 36” between sleeping surfaces. If that is not possible, score 5.1 **No**.

26 **FCCERS-R (page 14) Item #1 Indoor space used for child care, 5.2-** The direct lighting must be in the space(s) used for child care for more than 50% of the time children are allowed to attend. Natural light is not required in spaces used for nap, but those spaces must have enough light to allow adequate visual supervision of children.

⊗ **FCCERS-R (page 14) Item #1 Indoor space used for child care, 7.1-** Ventilation should be able to be controlled in all spaces used for children (Ex: through heating/air conditioning systems, windows, opening doors, ceiling fans).

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 3.1-** Score 3.1 **Yes** 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 3.1 **No** only if many of the furnishings needed are not observed. Generally, the *cubbies* must be large enough to hold all the possessions of an individual child, without touching other children's things.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 3.1 (continued)-** If cubbies are large enough to hold possessions, but there is a minor amount of touching of other children's possessions, (such as coat sleeves touching in winter) then give credit, but consider the contamination issues in the Health item.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 3.1-** Each child must have his or her own storage space (such as a cubby, diaper bag or back pack on an individual hook, a laundry basket, or several different personal storage containers that together, hold all his/her things). No shared spaces should be used because of contamination issues.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 3.1-** When a diapering table is not used, an *alternative diapering surface* is considered adequate if the surface is nonporous, and can be cleaned and **disinfected**. In addition, the surface must be long and wide enough to accommodate the child's whole body, from head to foot. Such a diapering surface is acceptable only if diapering can be completed without contamination of surrounding areas.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 3.3, 5.1-** To give credit for 5.1 when booster seats are used, the seats must allow children to sit safely. However, if booster seats are not steady in the chairs, credit can be given for 3.3 as long as children seem to be able to manage without being in immediate danger.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 3.3, 5.1 (continued)-** When picnic-tables are used, consider how comfortable they are for the children, and whether children can sit safely. If only one child has difficulty, or if the furniture is used infrequently as compared to the other furnishings being considered for this indicator, do not score No. If tables and chairs cause safety risks, consider this in the Safety item.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 5.2, 5.3-** For 5.2, all furnishings must be well-cared for.

For 5.3, when the two provisions that encourage self-help are observed as required, score Yes even if many toys are stored out of children's reach. Consider the lack of access to specific toys in applicable items.

⊗ **FCCERS-R (page 16) Item #2 Furniture for routine care, play and learning, 5.5, 7.3-** If age groups are separated (Ex: infants and older children cared for in different spaces) one example of adult furniture is required for each group, even if groups are sometimes combined.

⊗ **FCCERS-R (page 18) Item #3 Provision for relaxation and comfort, 3.1-** If the home has a soft furnishing accessible during play and children are obviously free to use it, but no child chooses to do so, give credit for this indicator. If in doubt ask the provider a question about this during the interview. Ask: Which soft furnishings in your home are the children allowed to use?

⊗ **FCCERS-R (page 18) Item #3 Provision for relaxation and comfort, 3.2, 5.3-** When counting the numbers of soft toys, individual pieces belonging to a soft toy that has various pieces, or belongs in a set, such as a soft stacking ring toy, can only count as one example, even though the individual parts might be what a child uses. The exception to this is soft blocks, which will be counted individually.

⊗ **FCCERS-R (page 18) Item #3 Provision for relaxation and comfort, 5.2-** The intent of this indicator is that children should not be interrupted or disturbed when using the soft furnishings credited in 5.1. If children walk, or even run past without disturbing the child, then this is acceptable.

⊗ **FCCERS-R (page 18) Item #3 Provision for relaxation and comfort, 5.3-** Many soft toys do not have to be accessible all at the same time to meet the requirement for "much of the day." However, at least half of the required number must be accessible during any short periods when all are not accessible.

⊗ **FCCERS-R (page 18) Item #3 Provision for relaxation and comfort, 7.1, 7.3-** For 7.1, softness in this indicator refers to soft furnishings. Soft toys are not considered for this indicator.

For 7.3, the soft furnishings must provide a substantial amount of softness to receive credit.

⊗ **FCCERS-R (page 19) Item #4 Arrangement of indoor space for child care, 1.1-** To score this indicator, consider **all** play and routine care spaces used. The indicator's example represents a many-faceted problem with the space arrangement. Score Yes only when there are very crowded conditions that make routine care and play needs extremely difficult to meet.

⊗ **FCCERS-R (page 19) Item #4 Arrangement of indoor space for child care, 1.3-** Restricting children in the use of space must be severe to score Yes. The score will depend on the appropriateness of the activity, how engaged or enthusiastic the children are, and whether a child can leave if he or she wishes after a reasonable time. No specific amount of time is required to make the decision. When children are restricted, consider access to materials.

⊗ **FCCERS-R (page 19) Item #4 Arrangement of indoor space for child care, 1.3 (continued)-** When a child is carried, by the provider, in a "snuggly" or other type of infant carrier, consider the developmental level and needs of the child. For example, for a very young infant (under 12 months), being kept in a snuggly would be acceptable. While for an older infant, it would be overly restrictive.

⊗ **FCCERS-R (page 19) Item #4 Arrangement of indoor space for child care, 3.3-** Major/serious hazards in the indoor space(s) used for child care should be considered in this indicator as well as in the Safety item.

⊗ **FCCERS-R (page 20) Item #5 Display for children, 3.3, 5.3, 7.2-** Score Yes to 3.3 if there is a very large piece of work that several children have worked on (Ex: mural, friendship painting, etc.). However, this would not count to meet the requirements of 5.3.

For **5.3 & 7.2, NA** is permitted for these two indicators if there are only children under 1 year of age enrolled in the group.

⊗ **FCCERS-R (page 21) Item #6 Space for privacy, 1.1, 3.2-** For 1.1, if it is impossible for any child to play alone without intrusion by others, (consider both indoor and outdoor space(s) for privacy) score Yes.

For **3.2**, consider the developmental level of the child(ren) and their impulsivity when determining a score. Momentary lapses in supervision are allowed when scoring as long as children are in a safe space, the provider checks on them frequently, and the children are not involved in high-risk activities.

⊗ **FCCERS-R (page 21) Item #6 Space for privacy, 5.1-** Infants/toddlers do not necessarily need a space "set aside" for them to play alone or with a friend, but to give credit they should be able to play without intrusion from others.

⊗ **FCCERS-R (page 22) Item #7 Greeting/departing, 1.1, 3.1-** To be considered as a greeting, the child being greeted must perceive the greeting. Simply saying hello, to a child who does not notice that he or she has been spoken to, does not count as being greeted. The interaction must be positive and welcoming. The greeting can be verbal or through welcoming body language (Ex: smile that the child responds to, or a hug for a child).

⊗ **FCCERS-R (page 22) Item #7 Greeting/departing, 1.1, 3.1 (continued)-** Simply taking a child from a parent, without an obvious warm interaction/greeting that is perceived by the child, would not count as a greeting, even though the provider might physically hold the child.

⊗ **FCCERS-R (page 22) Item #7 Greeting/departing, 3.3-** Give credit as long as parents come into any part of the home where children spend any part of the day. The space used by the children for any part of the day must be visible to the parent. Parents cannot be prohibited from going into any of the child care areas.

⊗ **FCCERS-R (page 22) Item #7 Greeting/departing, 3.4-** The sharing of child related information must happen as the child is being dropped off at the family child care home. To give credit, it is not necessary to observe the sharing of information by every parent, but it must obviously be the usual practice (at least 50% of the time) and be observed at least once unless no greeting is observed.

⊗ **FCCERS-R (page 22) Item #7 Greeting/departing, 3.4 (continued)-** When only one parent is observed being greeted, the sharing of information must be observed. If two parents are greeted, sharing of information must be observed in one of those greetings. If no greeting is observed, be sure to ask how this aspect of care is handled. The provider should elicit information from the parent if parents do not share information spontaneously.

⊗ **FCCERS-R (page 23) Item #8 Nap, 1.1, 3.2-** *Caring for Our Children, 3rd Edition*, states swaddling of children in child care settings is associated with the risk of serious health conditions (Ex: SIDS, hip dysplasia, overheating) and is not recommended. Consider swaddling for these indicators.

⊗ **FCCERS-R (page 23) Item #8 Nap, 1.1, 3.2-** *Caring for Our Children, 3rd Edition* states soft items in cribs are hazardous for sleeping infants **under a year of age** due to the risk of SIDS/sleep-related infant deaths. In order for sleep provisions to be considered safe for infants, no blankets or any other soft materials such as soft toys, bumper pads, etc. should be placed in the crib.

⊗ **FCCERS-R (page 23) Item #8 Nap, 1.1, 3.2-** *Caring for Our Children, 3rd Edition* requires 3 feet between cots, mats or cribs. Solid screens or other barriers, such as crib ends or toy shelves, are not acceptable because they would need to extend from floor to ceiling to prevent air borne contamination from one child to another, and would disrupt supervision. For 1.1, score **No** if at least 75% of the cribs/mats/cots are separated by 3 feet, and none are closer than 24 inches. For 3.2, do not give credit unless there is 3 feet between each sleeping surface.

⊗ **FCCERS-R (page 23) Item #8 Nap, 1.1, 3.2 (continued)-** Cribs manufactured on or after **June 28, 2011** comply with CPSC standards 16 C.F.R. part 1219 or 16 C.F.R. part 1220 and **no certificate is required**. Look for the manufacture date on the crib to score these indicators.

⊗ **FCCERS-R (page 24) Item #9 Meals/snacks, 1.3, 3.3, 5.3-** EPA approved sanitizer may be used in place of bleach water solution for surfaces such as tables food is being served on, tables children and adults are eating on, and food prep areas. **Be sure all instructions on the label for use are followed to receive credit.** Safety issues regarding the use of the alternative disinfectant, such as not rinsing the residue if required or not keeping out of the reach of children, should be considered in the supervision related indicators of this item and in the Safety and General supervision items where applicable.

⊗ **FCCERS-R (page 24) Item #9 Meals/snacks, 1.3, 3.3, 5.3-** Disinfectants should not be used on tables or other food contact surfaces. Also, if the program is using the same sink for meals/snacks as well as toileting/diapering, the sink needs to be cleaned with soap and water, **rinsed**, and then **disinfected** before washing hands for meals/snacks. **Read and follow all product label instructions for contact time required.**

⊗ **FCCERS-R (page 24) Item #9 Meals/snacks, 1.3, 3.3, 5.3-** Since 3 important health practices are required (eating surface sanitizing, hand hygiene and serving uncontaminated foods), consider the extent to which each of the required health practices is followed. If there is **little effort** in 2 of the 3 health practices, (Ex: handwashing is completely ignored, there is no attempt to clean tables, and/or foods are served under conditions that cause extreme contamination), then **score 1.3 Yes**.

⊗ **FCCERS-R (page 24) Item #9 Meals/snacks, 1.3, 3.3, 5.3 (continued)-** There can be minor lapses in following the handwashing procedure (Ex: not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles). However, hands should be cleaned reasonably well. If there is a **significant attempt** to complete all practices, even if some procedures are not done absolutely correctly, **score 3.3 Yes, 5.3 No**. If there is a **minimal attempt** to do all procedures, but the practices are completed with **many serious errors**, **score 3.3 No**.

⊗ **FCCERS-R (page 24) Item #9 Meals/snacks, 3.1-** Score No if during the observation, water is not offered to at least some of the children who cannot access their own water. Also, score No if water is not available to children who can ask for it or get their own.

⊗ **FCCERS-R (page 24) Item #9 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.

⊗ **FCCERS-R (page 26) Item #10 Diapering/toileting 1.1, 3.1, 5.1, 7.1-** *Caring for Our Children, 3rd Edition*, includes changes in the diapering procedures when programs use non-absorbent paper. Non-absorbent paper is required that extends from the child's shoulders to beyond the feet. The diapering surface must be **disinfected**, but does not have to be washed first, as long as the paper is used and the surface is not visibly soiled. For the complete current diapering procedure, see *Caring for Our Children, 3rd Edition*.

⊗ **FCCERS-R (page 26) Item #10 Diapering/toileting 1.1, 3.1, 5.1, 7.1-** EPA approved **disinfectant** may be used in place of bleach water solution for diaper changing table surfaces. **Be sure all instructions on the label for use are followed to receive credit.** Safety issues regarding the use of the alternative disinfectant, such as not rinsing the residue if required or not keeping out of the reach of children, should be considered in the supervision related indicators of this item and in the Safety and General supervision items where applicable.

⊗ **FCCERS-R (page 26) Item #10 Diapering/toileting 1.1, 3.1, 5.1, 7.1-** If the program is using the same sink for meals/snacks as well as toileting/diapering, the sink needs to be cleaned with soap and water, **rinsed**, and then **disinfected** before washing hands for meals/snacks. **Read and follow all product label instructions for contact time required.**

⊗ **FCCERS-R (page 26) Item #10 Diapering/toileting, 1.3, 3.3-** There can be minor lapses in following the handwashing procedure (Ex: not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles). However, hands should be cleaned reasonably well.

⊗ **FCCERS-R (page 26) Item #10 Diapering/toileting, 1.3, 3.3 (continued)-** If handwashing is usually **ignored completely**, score **1.3 Yes**. If attempts to complete handwashing usually occur when needed, even if incomplete, score **1.3 No** and **3.3 No**. If there is a **significant attempt** to complete handwashing as required, even if some procedures are not done absolutely correctly, score **1.3 No** and **3.3 Yes**.

⊗ **FCCERS-R (page 28) Item 11 Health practices 1.1, 3.1-** For cleaning toys, an EPA registered **sanitizer** should be used and all labeled instructions for contact time and proper procedures should be followed. For hazardous bodily fluids, an EPA registered **disinfectant** should be used and all labeled instructions for contact time and proper procedures must be followed.

13 FCCERS-R (page 28) Item 11 Health practices, 1.1, 3.2, 5.2- Per the Colorado Health Department: When children use the sensory table with wet or dry materials made to scoop, pour, and dump, hands must be washed **before and after** each use. There can be minor lapses in following the handwashing procedure (Ex: not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles, not turning off faucets with a paper towel). However, hands should be cleaned reasonably well.

14 FCCERS-R (page 28) Item 11 Health practices, 1.1, 3.2, 5.2 (continued)- If handwashing and other sanitation is **ignored completely**, score **1.1 Yes**. If attempts to complete handwashing usually occur when needed, even if incomplete, score **1.1 No**. If there is a **significant attempt** to complete handwashing as required, even if some procedures are not done absolutely correctly, score **3.2 Yes**. If there are **1 or 2 lapses**, score **5.2 No**.

15 FCCERS-R (page 28) Item #11 Health practices, 3.4- Over the counter medications, such as pain relief medications, ointments, etc. are included in this indicator, in addition to those available only through prescription from a medical practitioner.

16 FCCERS-R (page 28) Item #11 Health practices, 5.4- Consider all aspects of how a provider models any issues of health practices that are observed. Do not base score on only one aspect of being a good health model. Consider, for example, whether the provider eats healthful foods, practices good hygiene habits in front of the children, wears appropriate clothing for the weather, washes hands when needed.

17 FCCERS-R (page 30) Item #12 Safety practices, 1.1, 1.2, 3.1, 5.1- 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).

18 FCCERS-R (page 30) Item #12 Safety practices, 1.1, 1.2, 3.1, 5.1- Zip top bags are not considered hazards unless they fit around a child's head or if you see a child using them improperly (putting over mouth, chewing on them, etc.). If observed, this would also be considered a supervision issue and should be noted in item #27 Supervision of play and learning.

19 FCCERS-R (page 30) Item #12 Safety practices, 1.1, 3.1, 5.1- 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.

20 FCCERS-R (page 30) Item #12 Safety practices, 1.1, 3.1, 5.1 (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.

21 FCCERS-R (page 30) Item #12 Safety practices, 1.2, 3.1, 5.1- Fences surrounding a playground must completely enclose the play space and measure at least 42" high. The latches of access gates should measure a minimum of 34" high to prevent children from passing through the fence, the vertical members of the fence should be spaced 4" apart or less.

22 FCCERS-R (page 30) Item #12 Safety practices, 1.2, 3.1, 5.1- 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 and the height of the barrier should be at least 2 feet.

23 FCCERS-R (page 30) Item #12 Safety practices, 1.2, 3.1, 5.1 (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.

24 FCCERS-R (page 30) Item #12 Safety practices, 7.1, 7.2- To give credit for these indicators, these need to be observed at least once during the observation.

25 FCCERS-R (page 32) Item #13 Helping children understand language, 3.1, 5.1- For 3.1 to score Yes there can be no child obviously ignored with little or no talking from the provider at all. Some children may receive less verbal interaction, but **all must get some**.

For 5.1, if no play time is observed, score this indicator "No." See definition of "play" in *Explanation of Terms Used Throughout the Scale*.

26 FCCERS-R (page 32) Item #13 Helping children understand language, 5.4, 7.1- "Descriptive words for objects and actions" requires that the specific words are usually used rather than the less specific words such as "it," "this," "that," "him," "her," etc. In other words, the nouns and verbs should be used rather than the pronouns. The words that describe the characteristics of objects and actions (adjectives and adverbs) are not required in 5.4, but they should be heard frequently during the observation to give credit for 7.1.

⊗ **FCCERS-R (page 33) Item #14 Helping children use language, 3.1-** To score Yes there can be no child obviously ignored with little or no positive response from the provider. Some children may receive less positive responses, **but all must get some.**

⊗ **FCCERS-R (page 34) Item #15 Using books, 1.1, 3.1, 5.1** To give credit for “much of the day,” the numbers of books required in these indicators must be met.

⊗ **FCCERS-R (page 34) Item #15 Using books, 3.4-** If children are required to participate, but they quickly become engaged in the activity (obviously enjoying it), then score Yes. Score No only if the children are not engaged or enjoying the activity and there is no alternative of leaving and doing something else.

⊗ **FCCERS-R (page 36) Item #16 Fine motor, 5.1-** Because the intent of this indicator is to give children many fine motor toys and within the many toys, a *variety* of experiences, a set of materials such as interlocking blocks or links, that has been divided into smaller individual sets with fewer pieces, each in its own container, can count as **no more than two sets**. Even though the one large set might have been divided into more than two sets. Each smaller set must function in keeping with the purpose of the toy and be suited to the developmental abilities of the children in the group.

⊗ **FCCERS-R (page 36) Item #16 Fine motor, 5.1-** Many fine motor materials do not have to be accessible all at the same time to meet the requirement for “much of the day.” During any short period when all are not accessible, at least half of the required number must be accessible for infants/toddlers and half of the required number (with at least one material of each of the four types), must be accessible for preschoolers and older children.

⊗ **FCCERS-R (page 38) Item #17 Art, 1.2, 3.2-** Art materials should be offered to children 12 months and older, but if *a child only* mouths the material and shows no interest in using it for art, he should be redirected to a more appropriate activity. If children are observed putting art materials in their mouth and the item is labeled “Toxic” or “Keep out of Reach”, indicators 1.2 and 3.2 should be considered as well as the Safety item.

⊗ **FCCERS-R (page 38) Item #17 Art, 1.2, 3.2 (continued)-** Art materials such as crayons, chalk or play dough may have the warning “not recommended for use by children under 3 years of age.” Unless such materials are labeled “Toxic” they may be used with younger children, but only under the most stringent supervision (the provider is within an arm’s reach of the child and watches closely). The materials should not be freely accessible to the children.

⊗ **FCCERS-R (page 38) Item #17 Art, 1.2, 3.1 (continued)-** Materials that are less likely to cause safety problems, such as thicker crayons rather than thin ones should be used and the caps to markers should not be accessible. **Art materials that smell like food should not be used** (Ex: scented playdough, felt pens, markers, etc.) because they give children confusing messages.

⊗ **FCCERS-R (page 38) Item #17 Art, 1.2, 3.2 (continued)-** Family child care homes often have mixed age groups, up through school-aged children. Consider the developmental appropriateness of the materials and the way in which they are used, for the age group using them. Be aware that infants and toddlers should **not have** access to any materials that pose dangers for them, while older children use the materials.

⊗ **FCCERS-R (page 38) Item #17 Art, 1.2, 3.2 (continued)-** For example, glitter is considered a safe, appropriate material for preschool- and school-aged children but not for infants/toddlers. Styrofoam packing pieces are not appropriate for use by younger children under 3 years of age, while they are appropriate for older children.

⊗ **FCCERS-R (page 38) Item #17 Art, 3.3-** If children are required to participate, but they quickly become engaged in the activity (obviously enjoying it), then score Yes. Score No only if the children are not engaged or enjoying the activity and there is no alternative of leaving and doing something else.

⊗ **FCCERS-R (page 38) Item #17 Art, 5.1, 5.2-** Stamps and stamp pads and bingo daubers are considered under the tools category. These materials were previously considered under the “Paint” category but are now considered “Tools.”

⊗ **FCCERS-R (page 40) Item #18 Music and movement, 1.3-** Some traditional children’s songs such as *Three Blind Mice* contain frightening or offensive lyrics. If songs with such lyrics are used with the children, score this indicator Yes. Music with religious content is considered appropriate as long as it does not contain frightening, violent, or negative content. Be sure to listen to the lyrics in order to judge the appropriateness.

⊗ **FCCERS-R (page 40) Item #18 Music and movement, 3.1, 3.2-** Music played on the radio, CD player, wind-up swing that plays music, etc. that is managed by the provider counts as only **1 music material**. There must be at least one other material that children can reach and use to give credit for **3.1**.

For **3.2**, songs initiated by the provider, such as a clean-up song, or a prayer sung at meals, count to meet the requirement of this indicator.

⊗ **FCCERS-R (page 40) Item #18 Music and movement, 3.3-** If children are required to participate, but they quickly become engaged in the activity (obviously enjoying it), then score Yes. Score No only if the children are not engaged or enjoying the activity and there is no alternative of leaving and doing something else.

⊗ **FCCERS-R (page 40) Item #18 Music and movement, 5.2, 7.2-** For **5.2**, to give credit for “much of the day,” the numbers of music materials required in this indicator must be met.

For **7.2**, if not observed, ask the provider to explain whether this is done when asking the questions for indicators 1.1, 3.2 and 5.4 during the provider interview.

⊗ **FCCERS-R (page 41) Item #19 Blocks, 1.1, 3.1, 3.2, 5.1, 7.1-** Blocks are defined as being at least 2 inches for the majority of sides. Although the definition of blocks in *All About the ITERS-R* states that blocks must have smooth sides, alphabet blocks or blocks with minor raised edges on the sides can be accepted as blocks as long as they meet the size requirement, are not interlocking and can easily be stacked.

⊗ **FCCERS-R (page 41) Item #19 Blocks, 1.1, 3.1, 5.1, 7.1-** Because the intent of this item is to allow children to build sizable block structures, an acceptable set must have enough large blocks to make this possible. Only consider block sets in which the majority of blocks are at least 2 inches on most sides. Consider smaller block sets to meet requirements in the Fine motor item.

⊗ **FCCERS-R (page 41) Item #19 Blocks, 3.2-** At least 5 examples of accessories are required and not all of the same type (people, vehicles, animals). During any short period when all are not accessible, at least half of the required number must be accessible.

⊗ **FCCERS-R (page 41) Item #19 Blocks, 5.1-** To determine whether the requirement for “many” blocks is met, double the number of blocks required for “some” in indicator 3.1. “Many accessories” requires enough for each age group to play without undue competition. Consider the ages and abilities of children when determining whether there are many. Many blocks do not have to be accessible all at the same time to meet the requirement for “much of the day.” During any short period when all are not accessible, at least half of the required number must be accessible.

⊗ **FCCERS-R (page 41) Item #19 Blocks, 5.3-** The requirement for enough space depends on number of children, ages, what you would expect them to be able to build, etc. Preschoolers need enough space to build substantial independent structures, while toddlers, who tend to stack blocks, would need less space. Watch to see if conflict arises due to space limitations.

⊗ **FCCERS-R (page 42) Item #20 Dramatic play, 5.1-** To meet the requirements of “many and varied,” some dress up clothes such as hats, dresses, handbags, jackets, or skirts are required when toddlers and/or preschool-aged children are enrolled in the group. For a small group of younger children (toddlers and two year olds), **5** items would be considered “some,” while for a larger group of younger children, or any group of preschool age children **10** are required.

⊗ **FCCERS-R (page 42) Item #20 Dramatic play, 5.1-** A “small” group of children would be defined as 2-3 and a “large group” of children is 4 or more. This clarification is regarding **dress up clothes only**. All materials listed on page 43 are just examples, providers **do not have to all materials listed**.

⊗ **FCCERS-R (page 42) Item #20 Dramatic play, 5.2-** Many dramatic play materials do not have to be accessible all at the same time to meet the requirement for “much of the day.” During any short period when all materials are not accessible, materials for at least one theme must be accessible and the materials should be sufficient to allow children to carry out play in a meaningful way.

⊗ **FCCERS-R (page 46) Item #22 Nature/science, 1.1, 3.1, 3.2, 5.1-** Displayed pictures/photographs are considered only if easily seen and reached by the children.

⊗ **FCCERS-R (page 46) Item #22 Nature/science, 3.3-** Since this needs to occur daily, “weather permitting” is considered here. If no experiences are provided indoors and the program does not report going outside daily or when weather permits, then credit cannot be given.

⊗ **FCCERS-R (page 46) Item #22 Nature/science, 5.1-** Many nature/science materials do not all have to be accessible at the same time to meet the requirement for “much of the day.” During any short period when all are not accessible, at least half of the required number (with at least two of the four categories) must be accessible.

⊗ **FCCERS-R (page 48) Item #23 Sand and water play, general note-** Do not score NA when there are mixed age groups that include children under 18 months of ages, in addition to older children who are not 6 years of age.

⊗ **FCCERS-R (page 48) Item #23 Sand and water play, 3.2-** The note for clarification given for this indicator also applies to mixed age groups that include infants or toddlers.

⊗ **FCCERS-R (page 50) Item #24 Promoting acceptance of diversity, 5.1-** Photographs of the children in the group and their families are given credit the Display item and not as “pictures showing diversity” in this item. Even if the children and their families show diversity of race, culture, abilities or gender roles. In order to be given credit for this indicator, many (at least 3-5) pictures that have been selected intentionally by staff to clearly show diversity, are displayed so they are easy for children to see in the space used by the children most of the time.

⊗ **FCCERS-R (page 50) Item #24 Promoting acceptance of diversity, 5.1-** All of the materials, including books, pictures and other materials, must be located in the main spaces used by the children for most of the day. This does not require that all the materials are present at the same time. Flannel board pieces showing diversity are given credit as materials, if children can reach and use them. Flannel board pieces that children can only look at, as part of the display, are given credit as pictures.

⊗ **FCCERS-R (page 50) Item #24 Promoting acceptance of diversity, 5.1, 5.2-** An example of diversity requires that there is a contrast between two props. For example, one Caucasian doll contrasted with one African American doll represents one example, as does one play food item of a taco contrasted with a play food of sushi. Once an item is counted, it cannot be counted in contrast with another prop to form a second example.

⊗ **FCCERS-R (page 50) Item #24 Promoting acceptance of diversity, 5.1, 5.2-** No credit can be given twice for any materials considered in 5.1 and 5.2.

For **5.2**, dolls are required as at least one of the examples. Small toy people used with doll house or blocks can be used to meet the doll requirement.

⊗ **FCCERS-R (page 52) Item #25 Use of TV, video, and computers, 1.3, 1.4, 3.3-** For **1.4, 3.3**, change “12 months” to “24 months.” For **1.3, 3.3**, recommendations in the 2011 version of *Caring for Our Children* state, time allowed for children to view television, video, DVD **and** use the computer (“media screen time”) has been changed. Media screen time is limited to **no more than 30 minutes total, once a week**.

⊗ **FCCERS-R (page 52) Item #25 Use of TV, video, and computers, 1.3, 3.3-** **Computer use time** should be limited to no more than **15 minutes per day** for children in a program of any length with the exception of children with disabilities who require assistive computer technology. No media screen time should be allowed during meals/snacks. Smart boards and tablets also count towards screen time.

⊗ **FCCERS-R (page 52) Item #25 Use of TV, video, and computers, 1.4, 3.3-** Anytime a child is “involved” with the computer (Ex: actively using it, watching another child use it, etc.) all of this time, or if it occurs more than one time, are added up to evaluate whether or not the time, per child, has reached the cut-off point of approximately 15 minutes for a full day program.

⊗ **FCCERS-R (page 54) Item #26 Active physical play, 1.1, 3.1-** When outdoor space is not used (for example, because of bad weather) score **1.1 No** if any space is used indoors, such as for dancing, exercising, or marching.

For **3.1**, the time requirement in the indicator would need to be met for indoor play due to bad weather.

⊗ **FCCERS-R (page 54) Item #26 Active physical play, 1.2, 3.2-** Score 1.2 Yes only when the complete space is very dangerous, with little room for children to move freely without facing major hazards. *Generally safe* means that **no major** or only a few minor safety hazards are observed. If there are hazards in a space that also has a large amount of safe space for children to participate in active physical play, score 1.2 No and 3.2 No.

⊗ **FCCERS-R (page 54) Item #26 Active physical play, 3.3-** “Some” means that the children can use the material/equipment without having to wait with no other gross motor material/equipment option.

⑰ **FCCERS-R (page 54) Item #26 Active physical play, 1.2, 3.2, 5.4-** 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 and the height of the barrier should be at least 2 feet.

⑰ **FCCERS-R (page 54) Item #26 Active physical play, 1.2, 3.2, 5.4 (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.

⊗ **FCCERS-R (page 54) Item #26 Active physical play, 1.2, 3.2, 5.4-** Fences surrounding a playground must completely enclose the play space and measure at least 42” high. The latches of access gates should measure a minimum of 34” high to prevent children from passing through the fence, the vertical members of the fence should be spaced 4” apart or less.

17 FCCERS-R (page 54) **Item #26 Active physical play, 1.2, 3.2, 5.4-** 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).

⊗ FCCERS-R (page 54) **Item #26 Active physical play, 7.4-** When determining the number of skills from a piece of gross motor equipment, most portable equipment will be limited to 2 skills (Ex: tricycles: pedal and steer; balls: kick and throw). Unless they have something that is used with it like a basketball hoop or tennis racket. On permanent structures, if there are different ways to access the equipment (Ex: rock wall, ladder, and chain ladder) they can be counted as different climbing skills as they vary in complexity.

⊗ FCCERS-R (page 58) **Item #29 Discipline, 3.3-** If the basic play needs of children in any age group are rarely met, resulting in children spending long periods with nothing interesting to do or to learn, score No.

⊗ FCCERS-R (page 58) **Item #29 Discipline, 5.2-** Since "time out" or threats of "time out" are not considered positive methods of discipline, these should rarely be used with any child, and a more positive problem solving method should be used, such as talking through the problem with older children to find an acceptable solution, or pleasant redirection with short explanations for younger children. No "time out" should be used for children **under the age of two years**.

⊗ FCCERS-R (page 59) **Item #30 Interactions among children, 1.1-** When age groups are separated and never mixed (Ex: infants cared for in one room with one provider and older children cared for in another space with a second provider), consider this indicator NA if there is only one child in a space. Ideally, two separate observations would be done when there are two separate groups. See page 7, Instructions for using the FCCERS-R, under 1.

⊗ FCCERS-R (page 59) **Item #30 Interactions among children, 3.1-** No specific amount of time is required for the interactions to be encouraged. Observe to see whether encouragement is a regular practice, depending on the ages of the children, their moods, etc. Some encouragement should be seen for at least part of the observation, with more time required for children who are older.

⊗ FCCERS-R (page 61) **Item #32 Free play, 3.2-** Consider relative dangers, developmental level of the child, and ease of quick access to the child when deciding whether supervision is extremely lax. For example, allowing a toddler to play outdoors, unsupervised for 10 minutes of the observation would be considered extremely lax supervision of free play, even if other parts of free play were supervised well.

⊗ FCCERS-R (page 62) **Item #33 Group time, 1.1, 1.4, 3.3-** "Whole group" refers to all the children who are required to do the same activity. The term "whole group" applies even when some children, such as a baby or school-aged child are exempt from participating in the required activity.

⊗ FCCERS-R (page 62) **Item #33 Group time, 5.3-** Alternate activities must be accessible for **any** child who does not wish to participate.