



# FCCERS-3 Materials and Furnishings



This list includes items and indicators in the FCCERS-3 that need specific materials or furnishings<sup>1</sup>. However, simply having these items is not enough to meet all requirements for an item. It is also important to consider how much time children use materials, the condition, organization, and types of language and interactions adults have with children using materials. These factors affect how much children benefit from the materials. Within each item and category of materials there are many options to choose from.

For all items, materials are required only for the age groups of children currently enrolled. For example, when requirements are specified for infants, these only apply if a child under 12 months of age is enrolled. School-age children need more complex materials than preschool children when that age group is enrolled. In some cases, materials are appropriate for more than one age group and if so, will be counted for each age group.

Individualizing the materials based on children's interests and abilities is key when creating a stimulating environment for children. Below are common considerations programs use to meet material requirements and other key points to keep in mind when reviewing specific items:

**Provider-made materials:** Purchasing all the materials may not be necessary. For example, homemade, repurposed, or donated materials can meet requirements for many items and indicators.

**Materials count in multiple items:** Notice that some types of materials can meet the requirements for different items. For example, math or science puzzles and games stimulate fine motor skills and count in that item as well. Likewise, books that represent diversity, science, or math impact all relevant items.

**Rotating materials:** Swapping materials out regularly helps sustain interest. Incorporating more challenging materials, allows each child to continue developing at their own pace and skill level.

**Intentional teaching practices:** Many items and indicators require interactions and/or activities. It is likely that offering activities will require at least some additional materials, but since there are a variety of ways to do this, it is not possible to list materials for these indicators. Determining what materials are needed will vary for each program and change over the course of the year.

While there are many items that require specific materials, FCCH programs may choose to include more than the numbers required, so this list should be used only for minimal guidance. Additionally, not every typical early childhood or school-age material is included in the FCCERS-3, so carefully consider all materials currently included in a program when determining how to prioritize and refresh materials to best meet children's needs and interests. Having extra items beyond basic requirements is also wise, as materials may get lost, broken, or worn.

There may be times when decisions are made not to offer certain types of materials based on program priorities, available resources, and/or knowledge of the children's needs. These decisions are completely fine, and the FCCERS-3 overall score is based on the average scores of all items using a 1–7-point range. Ultimately, there is room for some items to score high and others to score lower, while still ending up with an overall good average score (5.0). Choices are encouraged and there is no expectation that a high score will be earned on all items.

FCCERS-3 Item/Page	3 Level Requirements	5 Level Requirements	7 Level Requirements
<b>Item 2. Furnishings for routine care, play, and learning (p. 18-19)</b>	3.1 Enough furniture for routine care for the children present 3.2 Enough furniture for play and learning for the children present 3.5 A rug or other soft furnishing	5.1 Ample furniture for routine care, play, and learning for the children enrolled 5.2 Most tables and chairs are child appropriate 5.4 Soft furnishings available in at least two areas	7.1 At least one child appropriate table with chairs for toddlers and preschoolers 7.3 Two or more pieces of furniture designed for different activities for toddlers and older children
<b>Item 3. Arrangement of indoor space for child care (p. 20 – 21)</b>	3.3 Space that allows different activities to occur at the same time	5.4 Cozy area protected from active play ( <i>N/A for infants</i> )	n/a
<b>Item 14. Encouraging children’s use of books (p. 42 – 43)</b>	3.1 More than 10 books, with at least three for each age group 3.2 Fictional and factual books	5.1 More than 20 books, with at least six for each age group	7.1 <i>No additional materials required</i>
<b>Item 15. Fine Motor (p. 44-45)</b>	3.1 At least five different materials for each age group	5.1 For infants and toddlers at least 10 different materials For preschool and school age, at least 10 different materials with at least one from each of the categories listed below: Preschool: interlocking building toys, manipulatives, and simple jigsaw puzzles School age: building toys, manipulatives, and complex jigsaw puzzles	7.1 <i>No additional materials required</i>
<b>Item 16. Art (p. 46 – 47)</b>	3.1 At least one functional art material for children 18 months and older	5.1 At least three functional art materials for preschool and older children	7.1 For preschool and older children five different functional art materials, representing at least two categories: drawing, paints, three-dimensional, collage, and tools
<b>Item 17. Music and movement (p. 48 –49)</b>	3.1 At least three music materials and one for each age group	5.1 At least 10 music materials with more than one for each age group	7.1 No additional materials required 7.2 At least two different types of music
<b>Item 18. Blocks (p. 50 –51)</b>	3.1 Some blocks for mobile infants through younger school agers 3.2 At least five accessories for children 24 months and older	5.1 Many blocks and at least 10 accessories for each age group	7.1 No additional materials required 7.2 Transportation, people, and animals for children 24 months and older 7.3 Special block interest center for children 2 years of age and older
<b>Item 19. Dramatic play (p. 52 – 53)</b>	3.1 Some dramatic play props for each age group 3.2 Some smaller dramatic play toys	5.1 Meaningful choices of dramatic play materials for each age group, including furnishings for toddlers and preschoolers and dress up clothes for preschoolers (two female, two male specific examples). <i>See page 53 for examples of many and varied props for each age group</i>	7.1 No additional materials required 7.2. A dramatic play interest center 7.3 Materials for toddlers and preschoolers in a large active area outdoors or indoors

<b>Item 20. Nature Science (p. 54 – 55)</b>	3.1 At least five realistic nature pictures, books, games, or toys for each age group	5.1 At least 10 science materials from at least two categories (natural objects, living things, nature science books, pictures, games, or toys, and nature/science tools), with some for each age group  Sand or water play with toys required for twos and preschoolers indoors or outdoors  5.3 Some living plants or animals indoors	7.1 <i>No additional materials required</i>
<b>Item 21. Math/number (p. 56 – 57)</b>	3.1 At least two math/number materials for each age group	5.1 At least four math/number materials for each age group	7.1 <i>No additional materials required</i>
<b>Item 23. Promoting acceptance of diversity (p. 60 –61)</b>	3.1 Three examples of racial/cultural diversity in materials	5.1 Ten examples of diversity with at least one example in books, displayed pictures, and play materials  5.2 Dolls representing three races  5.3 Materials include 4 of the 5 types of diversity (race, culture, age, ability, and nontraditional gender roles)	n/a
<b>Item 24. Gross Motor (p. 62-63)</b>	3.4 Some appropriate materials and equipment for each child	5.5 Enough gross motor materials/equipment to allow active play	7.4 Examples of both portable and stationary gross motor equipment
<b>Item 32. Free Play (p. 78 – 79)</b> <i>*Considers all materials including those required for other items</i>	3.3 Adequate toys, materials, and equipment for free play for each age group	5.2 Ample and varied toys, materials, and equipment for free play for all ages enrolled	n/a

Harms, T. Clifford, R., & Cryer, D. (2019). *Family child care environment rating scale*. (Third edition). New York, NY: Teachers College Press.

<sup>i</sup> There is also a technology item, but it is optional and not required to use TV, video, computers, or any device with a screen. In North Carolina’s licensed child care programs this is not permitted for children under three years of age. If the choice is made to use technology with older children, review item 22 to see the requirements.