



Thinking More about Learning Materials FCCERS-R WORKSHEET

Purpose: This document is intended to assist programs in understanding many requirements of the Activities Subscale in order to ensure that they are providing children with developmentally appropriate care. This worksheet does not cover every indicator related to the activities items; therefore, relying on this worksheet alone to prepare for an assessment will not be sufficient. This is a supplementary and optional activity that is intended to highlight some of the areas that are frequently missed. It is important to review the entire item to ensure that no indicators at the 1 or “inadequate” level apply to the classroom, and that the other requirements at the 3 or “minimal” and 7 “excellent” levels are met.

The Activities Subscale considers the many aspects of the family child care home classroom pertaining to children’s play. The items in this subscale focus specifically on required areas, the types and quantities of materials used, the amount of time dedicated to play, any barrier that prevents children from using materials, and the interactions that occur while children are engaged in play with learning materials. The weight given to this subscale in calculating an average score supports the idea that free play with a variety of appropriate materials is critically important in fostering positive developmental outcomes for young children.

Preparation: In using the scale to promote best practices or to prepare for a Rated License Assessment visit, a basic understanding of the Rating Scale format is essential. Review the instructions on pages 7–8 of the FCCERS-R, and the definitions of

common terms on pages 9–11. The Family Child Care Environment Rating Scale (FCCERS-R) is a revision of the Family Day Care Rating Scale (FDCRS). A copy of the most current NC Additional Notes (available at www.ncrlap.org) should be printed out and read along with each item while you fill out the worksheet. For many items, you must also go to the FPG Web site (www.fpg.unc.edu~fccers) for additional notes from the scale authors.

As you document materials in your home environment, remember that assessors look at what is provided for children’s independent use. Using the worksheet can help classify materials so that you can ensure that the required types and categories of materials are present in the family child care home classroom and used with the children every day. If you are confused about a question in the worksheet, look at the item and notes and try to identify the requirement it relates to. Also remember that the FCCERS-R considers each child’s individual experience; you may need to take extra steps to ensure that all children are able to use various materials and the different areas of your room.

As you use the worksheet, answer the questions based on the specific schedule and materials in your classroom. Use the appropriate Rating Scale and NC Additional Notes as you go, to help increase your understanding of the requirements. You may also want to contact your Division of Child Development and Early Education licensing consultant or Child Care Resource & Referral and/or Smart Start Partnership technical assistance specialist for additional information.

ITEM 15 (P. 34–35)

My classroom includes _____ books **in good condition** that the children can independently use.

Infant/Toddler books are books that are made of _____, _____, and/or _____ (see Notes for Clarification for more information).

According to the Notes for Clarification, I need _____ appropriate books out for each age group enrolled, including the following topics:

Times when children cannot use books include: (Hint: remember to consider individual schedules for children as well as the daily classroom schedule. Are there times when individual children are prevented from using these items for more than 20 minutes for some reason due to location, restricted movement, long group times or transitions, etc.):

I read informally to individuals and/or small groups at the following times:

Typically I use books with children ____times a day.

ITEM 16 (P. 36–37)

Here is a chart to list the required materials in this item. Write the materials the children use below. Please keep in mind that some materials may fit into both age group categories, if you have both age groups enrolled.

Infants, if enrolled	Toddlers, if enrolled

Located on this page is a chart to track required materials in this item for preschoolers. Write the 4 categories across the top. List the materials the children use below each category. (N/A if no preschoolers are currently enrolled.) Some materials may be appropriate for both toddlers and preschoolers.

ITEM 16 CONTINUED (P. 36-37)

Here is a chart to track required materials in this item for school-age children. Write the 4 categories across the top. List the materials the children use below each category. (N/A if no school-agers are currently enrolled.)

Times when children cannot use fine motor materials include:

I support the children's use of materials in the following ways:

Where and how are the materials stored?

ITEM 17 (P. 38–39)

*Scored N/A, if all children are younger than 12 months and art is not used with infants. However, if art is used with the infants, then this item is scored based on how art is implemented.

For infants and/or toddlers (if enrolled)

I set up art activities in the following ways:

The types of materials that I use with the infants and toddlers include:

I use these materials _____ day(s) per week.

For preschool and school-age children (if enrolled)

Here is a chart to track required materials in this item. Write the 5 categories across the top. List the materials the children use below each category.

Times when children cannot use art materials include:

I facilitate the children’s creativity in the following ways:

We use 3-D art materials in the following ways:

I supervise the use of art materials in the following ways:

If children are not interested in the completing the art activity, they can:

ITEM 18 (P. 40)

The following music materials are out and can be used:

The children can use the music materials during these times:

Times when children cannot use music materials include:

I sing with the children _____ time(s) per day.

I use music with the children _____ time(s) per day.

I use the following types of music:

If children are not interested in joining the music activity, they can:

ITEM 19 (P. 41)

I would describe my block area in the following ways (describe the amount of blocks, block types, number of accessories, and space):

Times when children cannot use blocks and other building materials include:

There are _____ (#) different kinds of blocks that children can use:

Toddler: _____

Preschooler/school age: _____

Times when children cannot use blocks and /or block materials include:

I interact with children in the block area in the following ways:

ITEM 20 (P. 42–43)

On the following charts list the required materials per age group enrolled for this item and the materials the children use.

Infants, if enrolled (write the required categories across the top; list the materials the children use below):

Toddlers, if enrolled (write the required categories down the left column and the materials the children use on the right):

Preschoolers, if enrolled (write the required categories down the left column and the materials the children use on the right):

School-agers, if enrolled (write the required categories down the left column and the materials the children use on the right):

Times when children cannot use the dramatic play materials include:

I organize the dramatic play materials in the following ways:

I enhance dramatic play in the following ways:

List the dramatic play materials that you have outdoors:

ITEM 21 (P. 44–45)

Here are charts to track required materials for each age group.

Infants, if enrolled	Toddlers, if enrolled

Preschoolers, if enrolled	School-agers, if enrolled

Times when children cannot use math materials include:

I talk about math/number concepts in the following ways:

I use practical events to teach about the function of math/numbers in the following ways:

I plan and implement special math/number activities including the following:

ITEM 22 (P. 46–47)

Here is a chart to track required materials in this item (preschool and school-age children only). Write the 4 categories across the top. List the materials the children use below each category.

Times when children cannot use the science materials include:

I have _____ (#) items in the classroom that children in all age groups can easily see or use; that show them what nature really looks like.

I expose children to the natural world in the following ways:

Indoors: _____

Outdoors: _____

I use daily experiences to teach about nature/science in the following ways:

ITEM 23 (P. 48–49)

*Scored N/A if all the children currently enrolled are under the age of 18 months.

Describe the following (including provisions, frequency, and types of accessories).

Indoor and/or outdoor sand play (or other dry medium): _____

Indoor and/or outside water play: _____

I ensure successful play in this area by: _____

How often are these activities changed to provide children with different sensory experiences?

List some examples of recent changes:

ITEM 24 (P. 50-51)

Here is a chart to track required materials in this item.

MATERIALS → CATEGORIES ↓	Books	Pictures	Materials

The total number of types listed above is _____.

In addition to the types I've listed in the chart, I have _____ dolls in my classroom and would describe them in the following way:

I promote diversity in dramatic play in the following ways:

I include diversity in other areas in the following ways:

I plan and implement special activities to promote diversity, including the following:

ITEM 25 (P. 52–53)

* If television and computer are not used with the children, this item can be marked as nonapplicable. It is not required to provide these materials for the children; however, if either the television and/or computers are used, then the item must be scored.

Television/video programs used:

Computer programs used:

The total amount of time children can watch/use these programs is _____.

TV/video _____ for infants

TV/video _____ for toddlers

TV/video _____ for preschool age and school age children

Computer _____

I enhance these activities by:

Children who are not interested can:

These programs are connected to other themes in the following ways (e.g., not passive viewing):

TV/video: _____

Computer: _____

Other questions to consider:

What are the specific ages of the children in your group?

The number of children currently enrolled in my family child care home is _____.

How do the different ages and numbers of children currently enrolled affect the number and types of materials you offer (based on FCCERS-R requirements)?

Are there areas of your room that the children don't use, either because you don't put them there, or because they aren't interested? Are there ways to utilize these spaces better or make them more interesting to older children?

RESOURCES

Harms, T.; Clifford, R.; & Cryer, D. (2007). *Family Child Care Environment Rating Scale* (Rev. ed.). New York: Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.

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