

## What Early Years professionals in the UK have said about the scales

“A clear, concise document which will help the settings to see where they are, and what the next steps are for them individually, without putting undue stress on them.”

“Very useful to give a standardised and objective overall view, and as a self-evaluation and improvement tool.”

“I think this could be a really useful tool for both a quality audit and as a means to support settings to move forward and raise quality in a positive way.”

“This gives our teams a cohesive tool/ language to use in multi-agency meetings - we will have a shared understanding and so be able to support more effectively when trying to raise standards in settings.”

“I am really enthusiastic about using the scales. I feel they offer an excellent tool to identify areas of practice which may be weak, but also highlight areas which are strong.”

*Quotes from evaluations of A+ Education Ltd. training courses*

## For further information

To read more about the scales, including examples of how they have been used as tools for improvement, visit the authors' website at:

<http://www.fpg.unc.edu/~ecers/>

For information about training to use the scales, contact:

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## The Environment Rating Scales: An Overview

The Environment Rating Scales are a set of tools designed to assess the quality of Early Years provision. They offer a structured approach to quality assurance and assessment. There are five scales in all:

- The Early Childhood Environment Rating Scale (ECERS-R) and its UK curricular extension (the ECERS-E)



- The Infant Toddler Environment Rating Scale (ITERS-R)



- The Family Child Care Environment Rating Scale (FCCERS-R)



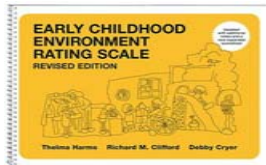
- The School Age Care Environment Rating Scale (SACERS)



## The Early Childhood Environment Rating Scale (ECERS-R)

The ECERS-R is appropriate for assessing the quality of Early Years pre-school provision. It has been used in more than twenty countries around the world, and covers seven broad dimensions of quality:

- **Space and furnishings** (e.g. layout of the room, resources, display)
- **Personal care routines** (e.g. health & safety, meal times)
- **Language and reasoning** (e.g. supporting the development of children's communication skills)
- **Activities** (e.g. dramatic play, sand and water, fine motor play)
- **Interaction** (e.g. supervision, support for social interactions)
- **Programme structure** (e.g. opportunities for free play, group activities, structure of the day)
- **Provision for parents and staff** (e.g. communication with parents, staff training and development)



## The ECERS-Extension

The UK extension to the ECERS-R (the ECERS-E) looks in more depth at the educational aspects of provision and at inclusive practice. It covers four broad areas:

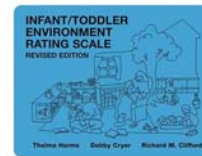
- **Literacy**
- **Mathematics**
- **Science and Environment**
- **Diversity**



## The Infant Toddler Environment Rating Scale (ITERS-R)

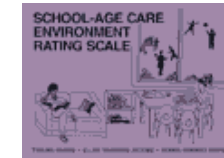
The ITERS-R considers the quality of provision for very young children. It was developed by the same authors as the ECERS-R, and the structure and dimensions of quality considered are very similar:

- **Space & furnishings**
- **Personal care routines**
- **Listening and talking**
- **Activities**
- **Interaction**
- **Programme structure**
- **Parents and staff**

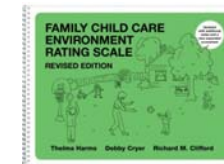


## The SACERS and FCCERS-R

The **School-Age Care Environment Rating Scale** is designed to assess group care for children aged 5 to 12 years of age, for example in out-of-school care.



The **Family Child Care Environment Rating Scale (FCCERS-R)** assesses home-based childminding provision for children from infancy to school-age.



## The authors

The ECERS-R, ITERS-R, FCCERS-R and SACERS were developed in the US by Thelma Harms, Richard Clifford and Debby Cryer at the University of North Carolina. The ECERS-E was developed in the UK by Kathy Sylva, Iram-Siraj-Blatchford and Brenda Taggart as part of the EPPE project.