**Early Years**

**Newsletter**



**ITERS and ECERS have been updated!**

Most providers have benefited from using one or more of the environmental rating scales at one time or another. The scales include ITERS, ECERS, FCERS and SACERS. The environmental rating scales are a valuable resource to support self-assessment of different areas within your provision.

For those who are not familiar below is a brief description.

**Infant/Toddler Environment Rating Scale - ITERS**

Focusses on the full range of needs of infants and toddlers (up to 36 months of age) and provides a framework for improving quality. Furthermore, the scale assesses both environmental provisions and teacher/child interactions that affect the broad developmental milestones of infants and toddlers, including language, social, emotional and physical development. The scale also assesses health and safety and risk in the provision.

**Early Childhood Environment Rating Scale - ECERS**

Focusses on a full range of needs of pre-school children (3-5 years of age). A comprehensive assessment tool that measures both environmental provisions and teacher led interactions that affect the broad developmental needs of young children, including cognitive, social and emotional and health and safety. Also includes additional items that assess appropriate maths and literacy activities.

**Sustained Shared Thinking and Emotional Well-being Scale – SSTEW**

SSTEW is the most recent scale in the series. SSTEW has been devised to assess the quality of adult support in promoting children’s ‘sustained shared thinking’ and ‘emotional well-being’. It considers the impact of high quality interactions with and between children aged 2 – 5 years. It focuses on how adults tune in to children by listening carefully, showing genuine interest and reflecting on how they invite children to elaborate or re-cap their ideas.

SSTEW builds on the ITERS and ECERS rating scales, which also consider adult-child interactions, alongside the planning and organisation of learning spaces, to provide a deeper focus on the adult role.

You can find more information about SSTEW by access the link below

<http://www.ndna.org.uk/NDNA/Community/myNDNA/Mini_Guides/SSTEW_myNDNA_Mini_Guide.aspx>

**Family and Childcare Environmental Rating Scale – FCCERS**

This scale is aimed at childminders who support children in the home before, after school and all day.

**School Aged Children Environmental Rating Scale – SACERS**

SACERS was developed specifically to support the self-evaluation of providers who offer before and after school care for school aged children.

**UPDATES**

ITERS and ECERS have been updated to reflect feedback from practitioners and take account of the most recent research. Fundamentally the principles remain the same, with an enhanced focus on teaching and interaction. The new versions are called **ITERS 3** and **ECERS 3**

**ITERS – 3 changes compared to ITERS R**

* ITERS 3 expands the age range, now covering children aged birth to 3 years.
* The Parents and Staff section has been removed.
* ITERS 3 places a greater emphasis on observing practice within the 3 hour time sample.
* The following sections have either been removed or changed to include additional items.
* Greeting/ departing
* Nap/rest
* New subscales have been added such as math/number and others changed. This includes; Appropriate use of technology, Providing physical warmth and touch

The table below provides a guide to the updates made in ITERS 3.

Sections highlighted in yellow, indicate where additional statements have been added to the subscale

|  |  |  |  |
| --- | --- | --- | --- |
| **Space and Furnishings –**  **ITERS R** | **Space and Furnishing**  **ITERS 3** | **Personal Care Routines –**  **ITERS R** | **Personal Care Routines –ITERS 3** |
| 1. Indoor Space | 1. Indoor Space | 6. Greeting/ Departing | 5. Meals/snacks |
| 2. Furniture for routine care and play | 2. Furnishings for care, play & learning | 7. Meals/snacks | 6. Diapering/ toileting |
| 3. Provision for relaxation and comfort | 3. Room arrangement | 8.Nap | 7.Health practices |
| 4. Room arrangement | 4. Display for children | 9. Diapering/ toileting | 8. Safety practices |
| 5. Display for children |  | 10. Health Practices |  |
|  |  | 11. Safety practices |  |
| **Listening and Talking – ITERS R** | **Language and Books – ITER 3** | **Activities** | **Activities** |
| 12. Helping children understand language | 9. Talking with children | 15. Fine motor | 15. Fine motor |
| 13. Helping children use language | 10. Encouraging vocabulary | 16. Active physical play | 16. Art |
| 14. Using books | 11. Responding to children’s communication | 17. Art | 17. Music and movement |
|  | 12. Encouraging children to communicate | 18. Music and movement | 18.Blocks |
|  | 13. Staff use books with children | 19. Blocks | 19. Dramatic play |
|  | 14. Encouraging children’s use of books | 20. Dramatic play | 20. Nature/ Science |
|  |  | 21. Sand and water play | 21. Math/ number |
|  |  | 22. Nature/science | 22. Appropriate use of technology |
|  |  | 23. Use of TV, video and/or computers | 23. Promoting acceptance and diversity |
|  |  | 24. Promoting acceptance and diversity | 24. Gross motor |
| **Interaction**  **ITERS R** | **Interaction**  **ITERS 3** | **Program Structure**  **ITERS R** | **Program Structure**  **ITERS 3** |
| 25. Supervision of play and learning | 25. Supervision of gross motor play | 29. Schedule | 31. Schedule and transitions |
| 26. Peer Interaction | 26. Supervision ( non-gross motor) | 30. Free play | 32. Free play |
| 27. Peer interaction | 27. Peer Interaction | 31. Group play activities | 33. Group play activities |
| 28. Discipline | 28. Staff-child interaction | 32. Provisions for children with disabilities |  |
|  | 29. Providing physical warmth/touch |  |  |
|  | 30. Guiding children’s behaviour |  |  |

To key changes relating to ECERS3 please access this link:

[*https://www.wpunj.edu/dotAsset/37d42d9c-7ca9-4e4d-8cea-a98c156c7634.pdf*](https://www.wpunj.edu/dotAsset/37d42d9c-7ca9-4e4d-8cea-a98c156c7634.pdf)