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