

Module 3

The Early Childhood Environmental Rating Scale, Third Edition (ECERS-3) and Health and Safety and Promoting Learning During Structured Times

Division of Early Childhood Performance Team

COVID-19 Considerations

The information offered in this module is based on best practices as measure by the ECERS-3 tool.

While highly aligned with best practices for health and safety during the COVID-19 pandemic, it may not reflect all aspects of the most current policies and requirements.

For specific information on ECERS aligned early childhood practices and the latest COVID-19 guidance, please refer to the resources included in this course.

Covid-19 Considerations

Please refer to the following sections of the Covid guidance document for more specific information pertaining to the topics discussed in this training:

- Personal Care Routines
- Group Activities
- Teaching Routines and Transitions
- Additional Considerations

Objectives

Participants will gain an understanding of:

- Mealtimes:
 - Promoting health and safety with sanitary procedures
 - Recommended Interactions during these settings
- Large group activities, settings, and practices
- Maintaining efficient and purposeful transitions
- Toileting/Diapering routines
 - Quality Practices
 - Interactions and Supervision

Health, Safety, and Learning During Structured Times

- Item 8: Meals/Snacks
- Item 35: Whole-Group Activities for Play and Learning
- Item 33: Transitions
- Item 10: Health Practices
- Item 9: Toileting/Diapering

Item 8: Meals and Snacks

What is it ?

Various times throughout the day when children are served nutritious meals.

Why is it important?


- Helps to ensure children get what they need for healthy growth.
- Provides opportunities for learning and developing social skills.
- Supports children's independence.



Item 8: Meals/Snacks



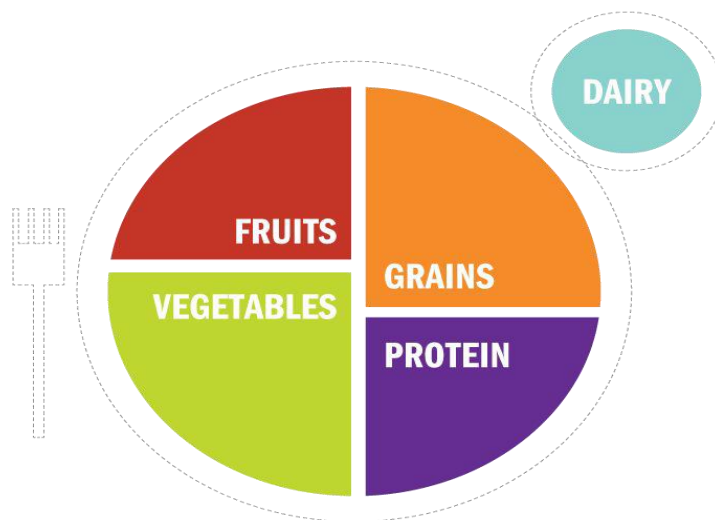
Things to consider:

- Offer food that is of appropriate nutritional value (USDA Guidelines) 
- Allow for flexibility in schedule
- Maintain sanitary conditions
 - Hand cleaning
 - Table sanitization
 - Food handling



Ensure an appropriate mealtime schedule

Children should be served nutritious foods every 3 hours. If meals/snacks are offered during play periods, 10 minutes will be automatically deducted from material access.



They must also be offered, or be able to get water when thirsty.

Maintaining Sanitary Conditions

Hand Cleaning

- Children and staff must:
 1. Wash or sanitize hands before eating
 2. Wash hands after meals (to get rid of food residue)
 3. Wash hands if they become contaminated
- If wearing gloves, staff must wash/sanitize hands beforehand



Maintaining Sanitary Conditions

Food Handling

- Food should be placed on sanitized surfaces
- Food should only be handled with clean hands/gloves as well as clean utensils
- If hands, gloves and/or utensils become contaminated, staff should wash or replace



Maintaining Sanitary Conditions

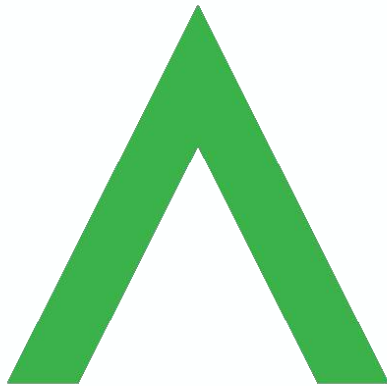
Table Sanitization

- To properly sanitize tables, they should be:
 1. Sprayed with soap and water
 2. Wiped with separate clean disposable towels (sponges or cloth towels should not be used)
 3. Sprayed with a bleach and water solution or an EPA approved sanitizer (following manufacturer's instructions)
 4. Wiped 2 minutes later with a clean disposable towel or let air dry
- Avoid recontamination



Allergies/ Dietary restrictions

- An allergy list or sign indicating where it can be found must be posted where children eat (in the classroom and/or cafeteria)
- Substitutions provided maintain nutrient standard



Promoting a pleasant social atmosphere during meals

<https://www.youtube.com/watch?v=P8XfjDrAoaA> (4-minute mark)



Things to consider:

- Engage in conversations with children
- Actively teach self-help skills (based on ages and abilities)▶
 - verbal directions
 - explanations
 - showing the task to the child
- Allow children to help during meals and snacks

Item 35: Whole-group Activities for Play and Learning



What is it ?

Activities when the majority of the group is required to participate in the same staff-led activity.

Why is it important?

- Influences small group/individual learning opportunities.
- Children are more engaged when the activities are hands-on and flexible.

Item 35: Group Time



Things to consider:

- Are children interested in the content?
- Smaller group/Individual settings allow for interactions to be personalized
- Are children involved?
- Are staff flexible and responsive?

Item 35: Group Time: Behavior Management



Things to consider:

- For those having difficulty participating, how are staff responding?
- Are they responsive and flexible?



Item 35: Group Time



Things to consider:

- Use group times to introduce meaningful ideas
 - Can children see, hear, touch, smell, or taste it?
- Broaden children's knowledge by showing them how to do something

Item 33: Transitions and Waiting Times

What is it ?

The time spent changing from one activity to another and how it is used.



Why is it important?

- Influences children's level of engagement.
- Requires staff interaction and supervision.
- Affects the planned schedule.

Item 33: Transitions and waiting times



Things to consider:

- Transitions are smooth, gradual, and individualized.
- Staff are prepared for the next activity.
- Staff supervise and follow up carefully to ensure children are productively engaged.
- Waiting times do not exceed 3 minutes during any transition.
- The schedule is posted in the room where it can be easily seen (facing into the classroom if posted on the door).

Transitions



- Are transitions (including routines e.g., handwashing and toileting) done individually, in small groups or in one large group?
- What are children doing between activities and routines?
- Is the time set aside for transitions between events realistic?

Item 10: Health Practices

What is it ?

Practices required to prevent the spread of germs in early childhood classrooms.

Why is it important?

- Proper hand cleaning throughout the day decreases the spread of germs.
- Keeping rooms and furnishings clean, removing mouthed toys, and separating children's personal items keep the classroom environment clean.
- Sanitary rest procedures reduce the spread of germs and disease.



Item 10: Health Practices



Things to consider:

- Staff are models of good health
- Children are encouraged to manage independent practices
- Picture/word reminders/instructions are displayed and used to teach



Hand cleaning

Staff and children should clean hands throughout the day:

- Upon arrival and re-entry to the classroom
- Before/after play with moist substances (water, play dough)
- After sand or messy play
- After dealing with bodily fluids
- After touching objects that could spread germs
- After toileting
- Before and after meals



Use of Hand Sanitizer

Hand sanitizer may be used if **all** the following conditions apply:



- Hands are not visibly soiled
- The product contains 60-90% alcohol
- Children and staff follow manufacturer's instructions
- Children are adequately supervised while using it

Please note: Children should not clean their hands with hand sanitizer twice in a row.




Handwashing with soap and water required













- After meals
- After toileting
- After gross motor play
- Anytime hands are visibly soiled








Support math and literacy during routines

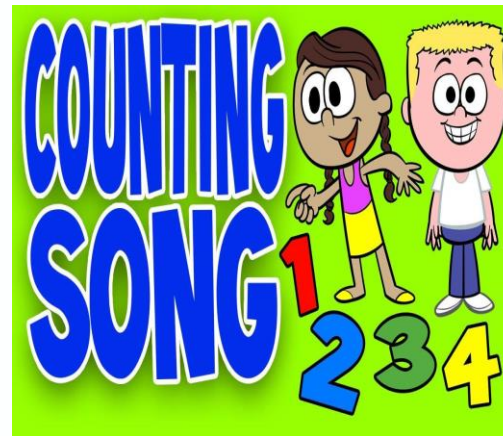
Breakfast:   

Lunch:     

Snack:     
(2 of the 4 Groups)

Fruit or Vegetable Milk Bread or Grains Protein



Item 9: Toileting/Diapering

What is it ?

Toileting/diapering conditions and supervision protect children's health and safety and teach self-help skills.

Why is it important?

- Supports emotional and physical growth
- Maintaining sanitary conditions minimizes the spread of germs
- Teaches children lifelong skills



Item 9: Toileting



Things to consider:

- Ensure the toileting schedule meets the individual needs of children
- Toileting areas should be appropriate for young children and well supplied
- Follow proper sanitary requirements (hand hygiene, same sink disinfecting, toilets flushed, diapering protocols)
- Ensure adequate and pleasant supervision
- Engage children in conversation during toileting routines
- Promote self-help skills as children are ready

Toileting Supervision

How can staff ensure adequate supervision during toileting?

- Staff should always know where the children are and show awareness when children enter the bathroom.
- Closer supervision may be needed for children who cannot carry out the procedures properly
- If children use a bathroom where the door is closed (but not locked), staff should “check-in” on the child
- Children should NEVER leave the classroom unattended to use a bathroom outside of the classroom

Diapering Procedure

Important Steps to Remember!



1 Assemble all supplies before getting started. Perform hand hygiene. Gloves may be used but they are not a substitute for handwashing. Gloves should be worn when a child has diarrhea.



2 Place child on diapering table/surface. Remove soiled diaper and fold it inwards. Do not leave child unattended on diaper table at any time.



3 Clean child's bottom from front to back with moist towelettes.



4 Discard diaper, towelettes and gloves in garbage. If the application of cream ointment is required, use a clean, disposable applicator to obtain ointment from its container. Discard applicator in garbage.



5 Wipe your hands (if visibly soiled) with a clean, moist towelette and discard in garbage. Diaper and dress the child.



6 Wash child's and your hands.



7 Return child to supervised area.



8 Double-bag soiled clothing for parents. Do not rinse soiled clothing or cloth diapers*.

*Consult your Public Health Inspector for cloth diapering procedures.



9 Clean and disinfect the diaper change surfaces between each child as follows:

Clean the diaper change surface using a single-use towel and a detergent solution.

Rinse the diaper change surface using clean water and a clean, single-use towel to remove soil and/or detergent residue.

Disinfect the diaper change surface, making sure that the entire surface remains wet for the required contact time ‡ (e.g. 1 minute for a 200ppm bleach solution). Follow manufacturer's instruction for all other solutions.

‡ Air dry the diaper change surface or wipe it dry using a clean, single-use towel.



10 Wash your hands again.

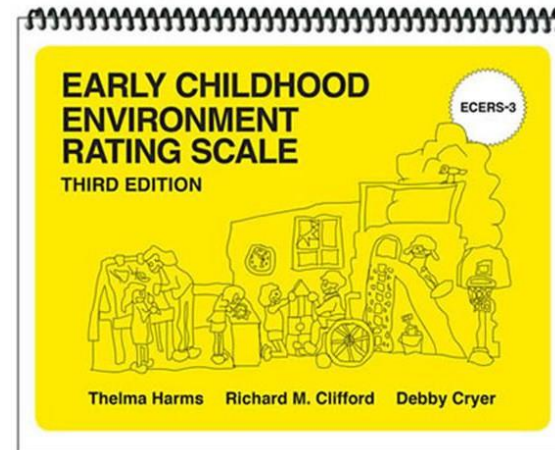
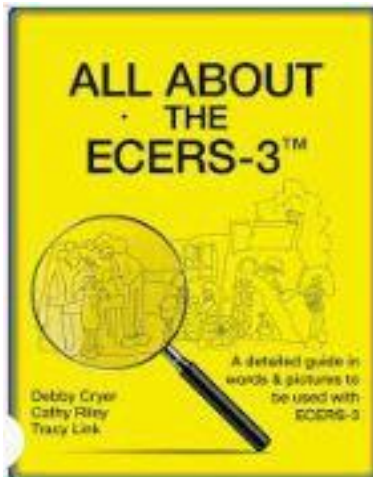


All done!

More detailed information about diapering procedure can be found at this website:
<https://www.ersi.info/PDF/Diapering-handwashing%20handout%20updated%20og-22-11.pdf>

For more information on ECERS-3

- Please also visit the program assessment page on DECE's website for additional educator resources: <https://infohub.nyced.org/partners-and-providers/early-childhood/early-childhood-educators>
- Review the Frequently Asked Questions page
- For other information on ECERS-3 not specific to NYC, please visit <http://www.ersi.info/>.



Thank you!

Please fill out
the feedback
survey and
leave it on your
desk

**You can also scan
the QR code to fill
it out online**

