

**Table 1. Commonly used Environment Rating Scales (ERS) when assessing the quality of early years' provision (Adapted from Siraj and Kingston, 2015: 30)**

<b>Tools for measuring quality</b>	<b>Brief descriptions of the aspects of quality covered</b>	<b>For use in the following provision</b>
Early Childhood Environment Rating Scales-Revised (ECERS-R) (Harms et al., 2004)	Includes structural and some process aspects with an emphasis on global aspects of quality: space and furnishings; personal care routines; language-reasoning; activities; interaction; program structure; parents and staff.	Centre-based Early Childhood Education and Care (ECEC) for children aged 2½ to 5
Early Childhood Environment Rating Scales-Extended (ECERS-E) (Sylva et al., 2010)	Considers the curriculum and educational pedagogy in the following areas: language and literacy; maths and number; science and the environment; diversity (planning for and meeting the needs of individuals and groups).	Centre-based ECEC for children aged 2½ to 5
Classroom Assessment Scoring System (CLASS) (Hamre et al., 2009)	Considers process quality under the following headings: positive climate; negative climate; teacher sensitivity; regard for child perspective; behaviour guidance; facilitation of learning and development; quality of feedback; language modelling.	Centre-based ECEC and schools. There are different versions for different age ranges.
Sustained Shared Thinking and Emotional Wellbeing (SSTEW) Scale (Siraj et al., 2015)	Considers aspects of process quality which support emotional wellbeing and high quality interactions. Specific areas of pedagogy and practice covered are: building trust, confidence and independence; social and emotional wellbeing; supporting and extending language and communication; supporting learning and critical thinking; assessing learning and language	Family and centre-based ECEC for children aged 2 to 5.