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Site Visit Paper

There are two adults present in the room. The female teachers both had honey blonde hair with fair skin. One teacher had on a black shirt with green sweater over it, she had on tan pants with black sneakers, The second teacher had on a baby blue long sleeved shirt, she also had tan pants, but with brown boots instead. There are 5 infants in the room, they are probably the ages of 8 months to a year.

The color of the room is painted a faint sky blue, there is a border in the middle of the room to separate the infant's feeding room and play room. The floor is a brownish tan with a black carpet on the side. There are two dressers in the front of the room on each side of the walls that look to be made of wood. In one of the dressers there are toys inside, on the right side of the room is a rocking chair where the second teacher was accompanied in. Next to the rocking chair is a tall wooden dresser that had toys on top of it with a white tall trashcan next to it. Beside the white dresser is blue and white cabinets with red handles. Behind the second teacher is a play mat where the infants could lay on the mat and watch the toys above them. There are toys scattered everywhere on the floor where the infants could walk, and crawl to grab. In the middle of the room is a play tunnel where the infants could look inside or even crawl inside.

The activities that the infants are engaged in are the play tunnel, there are three infants that are playing with the play tunnel, one infant being rocked in the rocking chair, and another infant next to the teacher in the rocking chair playing with their toys. One infant went through

the tunnel while two others watched. The infants took turns going in and out the tunnel. The next activity that the infants did was play with the toys that were on the wooden dresser, two infants played with a ball, and a toy car. Throughout the infants play the teacher would engage conversation with the infants and also use toys to play with them, she would help bring new toys to the infant to see if that would divert their attention to a new activity.

The routines that I've observed were playtime. With a new transition to a new activity, the first female teacher set two infants into a feeding chair. She provides the two infants with a squishy toy and pours water on top of it. She demonstrated first, but poking it and touching it, soon after the infants started to touch it. They put the toy inside their mouth, held it in their hands, and even slapped it down on the table. The teacher poured more water on the table and one infant started to slap their toy on the table, while the other infant put the toy back inside their mouth.

The way the teachers interacted with the infants is by talking to them throughout their play time, and interacting with the toys that the infants are interested in. During the first activity the three infants played together with the play tunnel by taking turns going inside and coming out. I feel like there was barely any interaction between the staff, but each staff had their own responsive roles with the infants. Towards the end the staff makes little conversation when they happen to bump into by apologizing and giggling.

I would say that the program's practices would be collectivism. Thinking back to the infant/family case study I would say that the program will help the baby/family in fitting into this problem because when it came to different activities the infants were playing with each other and they were sharing toys. I feel like that the program doesn't fit to set schedules, but based on how the infants feel during the time. This would be a problem with the baby/family fitting in because

the family uses a schedule for the infant. They have a time where the infant plays and eats, and even the time that they are supposed to take their nap for the day. In the observation I saw that there were 4 infants playing while one infant was being rocked to sleep in a rock chair by the teacher. With the baby temperament, the infant would fit with the infants that were playing together in the play tunnel. The family would fit into the program when it comes to culture, during this observation I haven't seen anything culture related since it mostly revolves around the infant's activities and play. The family speaks english which I feel would be no problem for the infant/family. The family's needs for their infant would be having a set schedule and making sure that their infant is getting enough play time and development. With the program it would be a 50-50 seeing as the infants have plenty of play time, but it doesn't seem like they have a set schedule for when infants eat or sleep. The infant from my family case study wouldn't fit into this program's setting. The infant's day and night time revolved around a set schedule on play time, sleep, and eating. Without having that schedule will appear once the infant goes home when they are hungry or sleepy at an odd time in the evening.

What made the environment feel more like home than a classroom is having colors around the room, toys scattered all around, the rocking chairs, and the carpet. The environment wasn't just toys put in their respective shelves or there weren't any dull colors in the room. The furniture for kids were kid size like the wooden dresser where the infants were able to reach and grab the toys they wanted to play themselves. Three infants were with one teacher while the second teacher had an infant in their arms and another infant across from them. The staff differentiate routines because one teacher has play time with the infants while the other is putting an infant to sleep. During a routine I observed I realized that the first teacher made sure to include all three infants in the activity of crawling through the play tunnel.

What I learned from this site visit is that the program didn't have the same schedule for each child. There were 4 infants playing while the other one was being rocked to sleep. I also noticed that towards the end infants were being separated. For example in the last activity there were two infants who were playing with a squishy toy with one teacher. This connects to the reading and videos in ECE 209 because it explained how play is an important factor for children's development, at the end there were also doing sensory with two infants. What was puzzling was if they had a set schedule for each infant or did they do what was based on the infant's needs and wants. I could see myself working in this program, the staff were friendly together and they gave each other space with different infants. This observation will help me become a better infant/toddler teacher because it's telling me that play is a huge factor in children's development, and to even implement a sensory activity, if some infants aren't comfortable then another activity can be done with another teacher.