**The Learning Environment**

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- |
| How does the early years curriculum provide a broad range of interesting and demanding experiences that utilise the indoor and outdoor learning and teaching spaces to meet children’s needs and help them make progress towards the early learning goals? |  |  |  |
| Are spaces, furniture, equipment and resources safe and suitable for their purpose? Is everything suitable for the developmental age of the children in your classroom?How do you monitor this? |  |  |  |
| How does your environment, both in and outdoors, supports children’s all-rounddevelopment and emotional wellbeing and provides a range of experiences that develop children’s independence and co-operation? |  |  |  |
| Does your environment provide children withopportunities for demonstrating the Characteristics of Effective Learning for example exploration, experimentation and risk-taking? |  |  |  |
| Does the learning environment provide opportunities for each child's individual learning style and stage of development so each child feels confident to explore, play and learn at their own rate? |  |  |  |
| How do your ensure that your environments (including resources and planned experiences) promote high expectations of **ALL** children in their learning and challenge the more able ? |  |  |  |
| Do you have a wide range of activities and resources which reflect the diverse background of all children and celebrate equality of opportunity? |  |  |  |
| Does the learning environment reflect the unique qualities and characteristics of each child, reflecting their individual learning style and developmental pathway? |  |  |  |
| Do you carry out a regular audit of provision to see how accessible it is and the extent to which it meets the play, learning and development needs of all children?  |  |  |  |
| Are outdoor and indoor spaces, furniture, equipment and toys/resources regularly checked to ensure that they are safe and suitable for purpose?  |  |  |  |
| Are there opportunities within your environment for children to show and develop their independence? |  |  |  |
| At key times of induction or transititon can children identify familiar routines and resources to support their successful move into a new area of learning – emotionally and physically? |  |  |  |
| Does the indoor and outdoor environment contain resources and materials that children can explore and investigate using all their senses? |  |  |  |
| Do children have time to play with what interests them and make choices, with a balance of child initiated and adult led activities? |  |  |  |
| Do the routines of your classroom e.g registration, snack and meal times work well so that they support children’s learning? |  |  |  |
| Can the materials you provide be used flexibly, with opportunities for children to use them creatively and imaginatively to support their own learning? |  |  |  |
| Do children have the opportunity to choose from a carefully planned range of resources both inside and outside? |  |  |  |
| Are all areas of provision are well used by children and maintained and enhanced by those staff working in EYFS? |  |  |  |
| Do staff participate in child initiated experiences to support, scaffold and extend children’s learning through play and role play?Is role play a key vehicle for learning across the specific areas of literacy and maths? |  |  |  |
| Are staff deployed effectively with a clear understanding of their role? |  |  |  |
| Are children encouraged to be independent, to take responsibility for their own learning and their learning environment? |  |  |  |
| Do staff understand the importance of providing an emotional environment that is safe and welcoming, as well as a physical environment, inside and out, that is full of interest and rich in provocations for learning? |  |  |  |
| Are displays welcoming and well maintained; reflecting the local community as well as the children's individuality, creativity and varied learning styles? |  |  |  |
| Are resources carefully planned, well maintained and clearly organised to enable children to make choices and access them independently? |  |  |  |
| Do children take responsibility for themselves, each other and their environment, helping to plan the layout of the environment, contribute to keeping it tidy and keeping each other safe? |  |  |  |
| **Nursery Classes including 2 year olds in school as above and in addtition:** |  |  |  |
| Are children offered a balance of activities so that there are opportunities for them to be active and to relax? |  |  |  |
| Does the indoor environment meet the needs of all children as both a place to feel at 'home' and a place to learn? |  |  |  |
| Do staff effectively and sensitively engage with children to partner their learning in focussed and active playful learning experiences and provision? |  |  |  |