Setting name: Date:

Five Key themes have emerged from the Communication Friendly Spaces™ research – space, storage and resource management, noise, colour, and light.

This audit enables you to consider how each of these themes is reflected in your setting, and how you might adapt your environment to better promote children’s speech, communication and language skills.

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| **SPACE**  Spend time observing how the children use your environment. Consider the whole space inside and out.  Where does talk take place?  You might like to record your findings on floor plans or in the spaces below:  where you observe children talking together (mark on plan with pen)  where children are talking with an adult (mark in a different colour)  where there is no talking happening (mark in a different colour)  What is the quality of the talk?  What would make a difference? | **Indoor floor plan** |

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| **SPACE**  Where do the children choose to escape the ever present adult eye?  Are there any private spaces?  Are children’s self-chosen learning spaces being recognised and valued? | **Outdoor floor plan** |

Look at your space from the different perspectives. Take photos of your setting from the adults’ perspective and then the child’s, and place them below….

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| **STORAGE AND RESOURCE MANAGEMENT** | |
| Who is the environment for?  How are the children supported to function independently in the environment?  From the child’s perspective, how clear are the surfaces?  How accessible were the resources?  How un-cluttered are the surfaces?  Do children need to see all the resources all the time?  Are displays over stimulating/too busy? | **Possible actions……** |

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| **NOISE -** Really notice the noise triggers in your class room.  How does this impact on speaking and listening?  Is there an opportunity to create a quiet space?  Does the lay out of the room cause the flow of adults and children to interrupt play? | **Possible actions…..** |
| **COLOUR**  Do you have a colour explosion in your environment?  How could you target the use of colour to support children’s engagement? | **Possible actions…..** |
| **LIGHT -** Children with lots of day light in their classrooms progressed 20% faster in Maths and 26% faster in reading in one year (see [www.pge.com](http://www.pge.com) for the report details)  What could this mean in your setting? | **Possible actions…..** |

Audit adapted from CFS™Tool Kit [www.elizabethjarmanltd.co.uk](http://www.elizabethjarmanltd.co.uk)