# Quality of Education- learning environment

This document should be used alongside the following:

* [Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK (www.gov.uk)](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **As a childminder areas to consider about your setting** | **Supporting evidence** | **Actions you have identified** | **Date actions need to be completed** |
| --- | --- | --- | --- |
| Are spaces, furniture, equipment and toys  safe and suitable for their purpose?  Is everything suitable for the age of the children being cared for at any one time?  How do you monitor this? |  |  |  |
| How does your environment, both in and outdoors, support children’s all-round  development and emotional wellbeing and provides a range of experiences that develop children’s independence and co-operation? |  |  |  |
| Does your environment provide children with  opportunities for exploration, experimentation and risk-taking? |  |  |  |
| How do your environments (including resources and planned experiences) reflect the ages/stages of development of the children and promote learning and challenge? |  |  |  |
| 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? |  |  |  |
| 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 there opportunities witin your environment for children to show and develop their independence? |  |  |  |
| Are outdoor and indoor spaces, furniture, equipment and toys/resources regularly checked to ensure that they are safe and suitable for purpose? |  |  |  |
| Are children offered a balance of activities so that there are opportunities for them to be active and to relax? |  |  |  |
| Does the indoor and outdoor environment contain resources and materials that children can explore and investigate using all their senses and be physically active and exuberant? |  |  |  |
| 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 setting ie sleep times, 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 children encouraged to be independent, to take responsibility for their own learning and their learning environment? |  |  |  |
| Do you 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? |  |  |  |
| Does the indoor environment meet the needs of all children as both a place to feel at 'home' and a place to learn? |  |  |  |
| Does the outdoor environment offer children freedom to explore, opportunities to use their senses and be physically active and exhuberant? |  |  |  |
| Does your setting offer communication friendly spaces (both indoors and outdoors) to enable children to develop their speech, language and communication skills? |  |  |  |
| How do you ensure that the learning environment both inddors and outdoors is a language rich one? |  |  |  |
| Are visual aids and 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? |  |  |  |
| Does your setting offer opportunities for children to:   * share books with an adult in a group and individually * develop a love for reading   explore a range of books i.e., fiction, magazines, and maps throughout the environment |  |  |  |

* **Please note that the use of the word ‘staff’ may also apply to any assistants employed by a childminder.**