# The Learning Environment

This document should be used alongside the following:

* [Statutory Framework for EYFS 2021](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](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)

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
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| Are spaces, furniture, equipment and toyssafe and suitable for their purpose? Is everything suitable for the age of the children in the room?How do you monitor this? |  |  |  |
| How does your environment, both in and outdoors, support children’s all-rounddevelopment and emotional wellbeing and provide a range of experiences that develop children’s independence and co-operation? |  |  |  |
| Does your environment provide children withopportunities 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 within your environment for children to show and develop their independence? |  |  |  |
| 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? |  |  |  |
| Do children have time to play with what interests them and make choices, with a balance of child initiated and adult led activities? |  |  |  |
| How are the setting’s routunes utilised to enhance children’s learning and development?  |  |  |  |
| Are there collections of open-ended resources that children can use flexibly, creatively and imaginatively to support their own learning? |  |  |  |
| Are children encouraged to be independent, to take responsibility for their own learning and their learning environment? |  |  |  |
| Do practitioners 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 exuberant? |  |  |  |
| 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 indoors and outdoors is a language rich one?  |  |  |  |
| 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? |  |  |  |
| Does your setting offer opportunities for children to: * Share books with an adult in a group as well as individually
* Develop a love for reading
* Explore a range of books ie fiction, magazines, maps throughout the environment?
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