# The Learning Environment

Children are powerful learners, every child can make progress in their learning, with the right help.

Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Practitioners carefully organise enabling environments for high-quality play, sometimes, they make time and space available for children to invent their own play and sometimes, they join in to sensitively support and extend children’s learning.

Children in the early years also learn through group work, when practitioners guide their learning; older children need more of this guided learning.

A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

| **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 toys  safe and suitable for their purpose?  Is everything suitable for the age of the children in the room?  How do you ensure this remains the case? |  |  |  |
| 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? |  |  |  |
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| Does the learning environment reflect the unique qualities and characteristics of each child, reflecting their individual learning style and developmental pathway? |  |  |  |
| How are the setting’s routunes utilised to enhance children’s learning and development? |  |  |  |
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| Does the indoor environment meet the needs of all children as both a place to feel at 'home' and a place to learn? |  |  |  |
| Do you have a wide range of activities and resources which reflect the diverse background of all children and celebrate equality of opportunity? |  |  |  |
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| 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? |  |  |  |
| 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? |  |  |  |
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| 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? |  |  |  |
| Are displays welcoming and well maintained; reflecting the local community as well as the children's individuality, creativity and varied learning styles? |  |  |  |
| Are there collections of open-ended resources that children can use flexibly, creatively and imaginatively to support their own learning? |  |  |  |
| Are resources carefully planned, well maintained and clearly organised to enable children to make choices and access them independently? |  |  |  |
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| How does your environment, both in and outdoors, support children’s all-round development and emotional wellbeing and provide 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? |  |  |  |
| 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? |  |  |  |
| Are children encouraged to be independent, to take responsibility for their own learning and their learning environment? |  |  |  |
| Does the outdoor environment offer children freedom to explore, opportunities to use their senses and be physically active and exuberant? |  |  |  |
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| 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? |  |  |  |
| 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? |  |  |  |