Audit for Early Years Outdoor Provision

Name of school/setting:
Date:
**Introduction:**
High quality outdoor play experiences are vital to a child’s holistic development. Outdoors is where they will encounter nature, experience the wonder of the changing seasons and interact with the natural elements. Children can explore the physical environment using all their senses. They will learn about risk and challenge and feel a sense of personal achievement through increasing physical development. Being outside in the fresh air gives children a sense of well-being and is important for all areas of development. As practitioners we should be planning outdoor play and learning experiences for young children every day. We also need to be creative and inventive, responsive to children’s fascinations and interests, enticing children to respond to the ever-changing environment. It is essential that we interact and play with the children in the great outdoors as co-constructors of their learning as this will have a positive impact on their overall development.

The outdoor environment should be a flexible area that evolves with the children’s interests. By auditing what we are providing we can reflect on our provision and how it impacts on the children’s play and learning experiences. This audit has been linked to the Bristol Standard so you can use it as part of your reflective journey. We hope the photos will inspire you to try new things in your outdoor area.
How to use the outdoor audit:
The audit has been designed in two parts to enable you to choose where you want to focus. This may depend on your improvement plan or where you are on your Bristol Standard journey. The first part involves looking at your underpinning principles. The second point is linked to the EYFS areas of learning. Each small section can be used as a stand-alone audit or as part of the whole. It does not have to be completed all in one go. Here are some helpful hints for using it:

- Decide where you want to start and circle the age range at the top of the page. In larger settings room teams could carry out the audit separately and then come together as a whole team for discussion.
- Consider the questions and suggested evidence then make your own comments in the box as you go along (see sample at back of booklet).
- Consider the links with your improvement plan and Bristol Standard. There is space at the end of each section to record notes from your discussion.
- Your identified actions may be included in your improvement plan and Bristol Standard.

Photographs from http://progressiveearlychildhoodeducation.blogspot.com
Vision and Values

“Young children need all the adults around them to understand why outdoor play provision is essential for them and adults who are committed and able to make its potential available to them.”

(learning through landscapes Core Value 1)
### Vision & Values:

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<tr>
<th>Questions/Key Elements</th>
<th>Possible Evidence/Resources</th>
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| Do we all have a shared vision of the outdoor environment and its possibilities and the opportunities it provides for children to recognise and take risks? | • Outdoor policy has vision statement  
• Observations by senior leaders demonstrate consistent approaches  
• Outdoor leader  
• Forest school leader keeps logs or project journals  
• Risk management logs |          |     |     |     |
| Do we all expect to be outside whatever the weather and do we value the learning opportunities that occur in different weather conditions? | • Outdoor policy has vision statement  
• Documented in project books and learning diaries  
• Staff, children are supported with all-weather clothing  
• Storage available for wet-weather clothing |          |     |     |     |
| Do we all value the outdoor learning areas as being at least as important as any indoor spaces? | • Team meetings demonstrate discussions, actions, solutions  
• Regular systems in place such as staff rota, assigned responsibilities  
• Maintenance checks  
• Projects with artists, gardeners, outdoor specialists  
• Parents engaged with particular skills |          |     |     |     |
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<tbody>
<tr>
<td>How are the children involved in setting up/putting away resources and equipment?</td>
<td>• Observations</td>
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<td>Do adults expect children to set up, put away resources and equipment as part of every day routines?</td>
<td>• Children assigned roles and responsibilities</td>
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<td>• Observations from senior leadership monitoring</td>
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<tr>
<td>How do we work with parents to help them understand the importance and value of outdoor play and learning?</td>
<td>• Policies</td>
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<td>• Newsletters</td>
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<td>• Outdoor workshops</td>
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<td>• Induction</td>
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<td>• Photo booklets and displays</td>
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<td>• Stay and play outdoors session</td>
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<td>How do we support parents/carers with ideas for things to do and places to go?</td>
<td>• Information folders/leaflets</td>
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<td>• Visits and trips</td>
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<td>• Local community</td>
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<td>• Shared projects</td>
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<td>How do we find out what skills our parents have that could be put to good use in the outdoors?</td>
<td>• Newsletter</td>
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<td>• Questionnaires</td>
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<td>• Information packs</td>
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<td>• Induction pack</td>
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<td>Are children’s/parents’ voices reflected in our planning</td>
<td>• Planning documents</td>
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<td></td>
<td>• Annotated photo displays</td>
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<td>• Evaluations</td>
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<td></td>
<td>• Project books with parents</td>
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**Vision & Values:**

Bristol Standard Dimension Links:
- D1 - Ensuring our aims and values are inclusive and shared with everyone
- D3 - Linking the opportunities we offer to the children's experience at home
- D4 - Using the wider environment
- D6 - Allocating purposeful time to observe
- D9 - Providing information to parents/carers

Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):
Vision & Values:

When creating your own vision and values about outdoors it is essential that the whole team is involved.

The team at Knowle West Children’s Centre spent an INSET day outdoors team building and learning new skills, such as den building and making a safe fire to cook lunch on:

- Mud sculptures on trees
- Collages using natural materials
- Digging a hole to make a tin foil pond

“It’s amazing what comes about from just digging a hole as an adult. I thought it wouldn’t be very exciting but it was actually my favourite activity.” (Sarah Salmon, Centre Leader)
“Outdoors, the impact of changing seasons assumes greater significance and children can learn to take care of nature, from growing food to designing wildlife habitats.”

(Learning Through Landscapes)
### Physical Environment: Spaces & Places / Storage and Maintenance

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<tr>
<th>Questions/Key Elements</th>
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| Is the outdoor environment attractive and welcoming? | • Observation – litter free, clean and swept regularly  
• All permanent resources maintained  
• Grass cut/bramble free  
• Buggy parks/bike shelters/clear signage/disabled access/cultural diversity reflected  
• Outdoor policy/rotas | 0-2 | 2-3 | 3-5 |
| Does it have a variety of tactile floor surfaces to support different stages of development, e.g. pulling supports, grass, paving, tarmac, artificial grass, decking, gravel/bark? | • Observations  
• Photos | 0-2 | 2-3 | 3-5 |
| Are there a variety of places and spaces to support play, interaction and development? e.g. easy spaces, social spaces, permanent and temporary spaces | • Communication Friendly Spaces projects and evaluations  
• Action research, e.g. 5x5x5  
• Outdoor projects  
• Documented changes outdoors  
• Age-specific development plans, e.g. raised plant beds at toddler height | 0-2 | 2-3 | 3-5 |
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<td>Does the environment provide opportunities for boisterous play and quieter play?</td>
<td>• Cosy spaces, bike zone, climbing area</td>
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<td>• Seats to relax/sleep zone for babies in buggies</td>
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<td>• Loose parts and fabrics for den making</td>
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<td>• Nests for babies to crawl in and out of</td>
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<td>Are there opportunities for children to encourage journeys between spaces and stopping points for talk and rest?</td>
<td>• Interesting pathways for bikes, walking, moving through</td>
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<td>• Fencing/visuals/objects of interest to encourage journeys</td>
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<td>• Temporary screens, e.g., bamboo in pots or willow sculptures</td>
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<td>• Photo displays</td>
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<td>Do both adults AND children know where resources are stored? Does this encourage children's independence, decision-making and autonomy?</td>
<td>• Resources are clearly labelled with photos/pictures and words</td>
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<td>• There is a designated area for each piece of equipment</td>
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<td>• Crates with wheels</td>
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<td>• Shed/bike store</td>
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<td>• Small easily transportable containers</td>
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<td>• Topic/outdoor boxes</td>
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<td>• Net bags, kit bags, backpacks</td>
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<td>• All weather clothing and welly store</td>
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## Physical Environment:
### Spaces & Places / Storage and Maintenance

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| Are there opportunities for large scale activities, e.g. sand, water, construction, mark-making, temporary or permanent? | • Large chalkboards  
• Painting easels  
• Wooden blocks  
• Crates, guttering, planks  
• Cardboard tubing, packaging and cardboard boxes  
• Documented projects/activities  
• Outdoor tap | | | | |
| How do we organise maintenance of both the overall environment and the resources within it? | • Outdoor action plan  
• Risk assessments  
• Cleaning rotas  
• Assigning/planning budget for consumables  
• Senior leadership team monitoring  
• Lists  
• Work logs  
• Ongoing work contract with caretaker | | | | |
| Is our outdoor area accessible to all children, including disabled children? | • Equal opportunities/outdoor policy  
• Individual play plans  
• Access plan  
• Equality plan  
• Specific adaptations made to meet individual needs | | | | |
### Physical Environment:

**Spaces & Places / Storage and Maintenance**

Bristol Standard Dimension Links:
- D3 – Enabling children to explore and make choices
- D4 – Ensuring environment is welcoming, stimulating and flexible
- D4 – Open ended, multi-sensory resources
- D5 – Supporting children’s physical development
- D7 – Developing ways for staff to contribute to the provision and ethos

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Physical Environment: Spaces & Places / Storage and Maintenance

"The audit has helped us to reflect on the wonderful space we have and to develop practice to ensure it is used more effectively." (Primary School Team)

"We need to challenge the historical stereotypes that often exist around the way that learning environments are set up for children, blending new understanding of learning styles, how children really learn and their preferred contexts so that our environments can be responsive and dynamic." (Elizabeth Jarman, 2013)
“Play is not an easy game and requires a great deal from the adults. For it to be successful adults need to interact, collaborate, and when necessary, facilitate and interpret.”
(Helen Bilton, 2010)
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| Do we have a long-term plan for the outdoor environment and is it planned for everyday? | • Planning/continuous provision sheets  
• Photos of children in outdoor environment  
• Use of other source materials to support overall plan for outdoors, e.g. Communication Friendly Spaces, Learning Through Landscapes  
• Use of parental feedback of children’s interests at home  
• Special trips/groups making use of local community/town/city |          |     |     |     |
| Do children have access to the outside area for most of the day, throughout the year?  | • Planning  
• Routines  
• Observations  
• Photos – project books  
• Changes to spaces for different/mixed age ranges |          |     |     |     |
| Is the outdoor environment set up before the children arrive? How do you know what to put out? | Question practitioners – how do they know what to put out?  
• Daily evaluations  
• Interest sheets  
• Ongoing assessment of children’s development |          |     |     |     |
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<td>Are the children able to move freely indoors and outdoors and back again OR Do we plan in order to ensure that children play outdoors every day, morning AND afternoon OR Do we plan to take children to the local park/points of interest on a daily basis i.e. local shop?</td>
<td>• Observation • Planning proformas/rotas • Photographs • Covered area</td>
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<td>Is the outdoor area a separate, fenced off area which is safe? Is it checked daily?</td>
<td>• Risk assessments • Rota to check area(s) • Appropriate ratios • Cleaning/sweeping rota</td>
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<td>How do we plan celebrations over the year to make the most of the seasons?</td>
<td>• Spring - new growth • Summer - holidays, weather • Autumn - changes • Winter - cold, dark/light • Celebrations throughout the year: Hannukah, Divali, Eid, Christmas, New Year, Chinese New year, Easter, Wesak, Sukkot, Yom Kippur</td>
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Planning:

Bristol Standard Dimension Links:
D1 - Using values, aims to underpin practice and policy
D3 - Understanding your role in scaffolding children’s learning and development
D4 - Knowing how important it is for children to be actively involved
D4 – Balancing risk benefit with safety
D8 - Understanding that equality means needs can be met in different ways
D8 – Reflecting upon and celebrating the unique and diverse family cultures
D9 – Establishing links with the wider community

Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):
Planning:

On training courses, practitioners are taken outside to engage in practical activities which will give them provocations and invitations to use back in their setting.

Setting up a camping scenario following children’s interests

Treasure baskets and books to support a seaside interest

Making up a story around a box of objects

Discussing how a dog with a message came to be in a tree (sustained shared thinking)

“I now feel confident to let the children explore the natural environment.” (Pre-School Practitioner)
Ecological and Natural Environment

“Digging, planting, nurturing, enjoying and eating reaches every part of the child’s health and well-being.”

(Jan White, 2014)
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<tr>
<td>Do you have a range of equipment to support outdoor play in different weather conditions?</td>
<td>• A ‘weather box’, e.g. for a rainy day which contains umbrellas, wellington boots, chalk, books, buckets, containers, cloths for wiping equipment when wet, brooms for sweeping up puddles</td>
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<tr>
<td>Do you have a long-term plan to support the above?</td>
<td>• Long-term plans/Bristol Standard</td>
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<td>Do we make the most of resources including natural to support heuristic and open-ended play?</td>
<td>• Outdoor treasure baskets • Collections, e.g. pine cones, pebbles, shells, sticks, conkers • Pots &amp; pans • Wooden &amp; metal objects • Fabrics</td>
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<td>Do we use recycled materials (loose parts) to support the three characteristics of effective learning?</td>
<td>• Learning stories documenting small scale and large scale play • Possible lines of development • Project books • Planning • Monitoring of continuous provision • Tyres, crates, boxes, planks, tubes, rope, netting • Collections of shells, pine cones, pebbles, conkers, sticks, driftwood</td>
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| Do the children have the opportunity to grow things? Do they have opportunity for digging, burrowing, mixing, transporting? | • Planters, half barrels, plastic containers, grow bags  
• Seeds, bulbs, winter bedding plants, vegetables  
• Child sized tools/range of gardening tools documented from community projects, allotments, visits  
• Digging area, mud kitchen, pond, mini beast area, bird table |  |     |     |     |
| Do the children know how to care for living things?                                    | • Documentation of growing projects both for plants and animals  
• Community/home setting projects  
• Visitors e.g. vet |  |     |     |     |
| Do the children record the changes outside?                                            | • Photographs, drawings and paintings of seasonal changes  
• Children’s comments about how plants grow and change  
• All year round diary of your garden |  |     |     |     |
**Ecological & Natural Environment**

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| Do the children have the opportunity to use natural materials to support their learning and thinking? | • Objects for sorting and collage - leaves, stones, conkers, etc  
• Bricks, leaves, textured slabs to make rubbings  
• Pebbles, shells and pine cones to count, arrange and transport  
• Objects to support their role play and creativity |                       |      |     |     |
| Do the children have the opportunity to take advantage of the weather?                 | Photo/video documentation shows opportunities to:  
• Draw round shadows, use shadow puppets, splash in puddles with wellington boots  
• Look for rainbows  
• Sweep the puddles, draw around a puddle as the sun dries the ground  
• Use streamers, kites, pinwheels, bubbles and parachutes to investigate the effects of wind |                       |      |     |     |
| Do the children have the opportunity to go on mini beast hunts and extend their learning and knowledge about nature - specific topics? | • Photographs  
• Observations  
• Children’s paintings, drawings of wildlife and plants  
• Box of equipment for looking at things, e.g. binoculars, magnifying glasses, posters  
• Reference books available  
• Posters  
• Bug hotel/butterfly project/and project etc |                       |      |     |     |
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| Are children enabled to understand about environmental concerns and sustainability?    | • Compost bin  
• Water butt  
• Recycling containers  
• Outside tap  
• Books about the world                                                                                                                                  |          |     |     |     |
| Is there a range of visual resources, non-fiction books, magazines, catalogues, access to websites for children to find out more about/suppor... | • Books about plants, frogs, birds, mini beasts, recycling  
• Gardening magazines  
• Seed catalogues  
• Labels and signs  
• Pictures/photos  
• Novel experiments/doc...  
• African snails  
• Weather-proof photo displays/tableaus                                                                                                                  |          |     |     |     |
### Ecological & Natural Environment

**Bristol Standard Dimension Links:**

- **D1** - Using values and aims to underpin policy and practice
- **D2** - Supporting children to develop confidence and become motivated learners
- **D3** - Playing and building on children’s unique interests and fascinations. Providing rich and varied learning opportunities outside
- **D4** - Using the wider environment and supporting children's understanding of environmental concerns
- **D10** - Monitoring aspects of the physical environment to ensure it keeps everyone healthy and safe

**Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):**
Ecological & Natural Environment:

Make the most of natural materials to provide structure

Wicker teepees make good places for children to talk.

Living willow creates a shaped cosy space which changes with the seasons.

Use natural wood as much as possible. Bamboo can provide natural screening.

Sunflowers create a ‘tall’ feature in this wood area.

A frame can be created easily from a few branches.

At Speedwell Nursery School and Children’s Centre they have used an existing tree as a base around which to build an interesting structure.

“All the plastic in the world cannot give children the freedom to build their imaginations. Natural environments are so much better for them!”

(Grandparent)
Ecological & Natural Environment:

Children at Windmill Hill City Farm Children and Family Centre get to know the animals and plant vegetables

“We are so lucky with our environment. The children learn from a very early age how to care for animals.” (Nursery Deputy)

There are lots of exciting spaces to explore at Brentry and Henbury Children’s Centre
“The concept of ‘loose parts’ is understood by children worldwide. Any child noticing odds and ends lying about will instinctively pick them up. This is because children have active hands and active minds with a gift for seeing possibilities that adults miss.”

(Community Playthings 2014)
Practitioners at Windmill Hill City Farm and Knowle Park Primary have researched the use of loose parts in relation to children’s creativity and imagination.

“It has been a revelation providing loose parts outside. Children become engrossed as their imaginations take over and their play becomes much richer.”

(Nursery Teacher)

“Children don’t need expensive toys. When I was little I had a home made dandy made out of old planks of wood, some old wheels and string. I never needed anything else.”

(Grandad)
References and further reading:


Things children have to say about the outdoors and outdoor learning

“Wiggley wiggley worm on my stick”

“I like playing in the mud and finding crabs”

“It’s like we’re in a big chocolate pool”

“Toby on car, me on bike, brrrm brrrm”

“We found a big Gruffalo”
(Trail at Westonbirt)

“Aghhh! Big ‘biders’”

“I like playing in the mud and finding crabs”
Things children have to say about the outdoors and outdoor learning

“I’m doing the picture and you can do the writing and working out”

“I’m going to fill this boot up to the top”

“Let’s see how quickly it melts”

“I’m filling up to the top. It’s getting fuller and fuller and then there will be no more space. It’s getting heavy now”

“Look there... 2 fish swimming near the top to get their food”

“Sssh it’s snowing like soft snow all over you... snow coming down all around you”
Being the sensitive adult who takes part in interaction and conversation to support young children’s language learning is a responsibility moment by moment, hour by hour and day by day. Reflecting upon how we maximise opportunities for young children to become effective communicators is essential. 

(BECAT, 2010)
### Communication & Language: Adult/Child Interactions:

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<thead>
<tr>
<th>Questions/Key Elements</th>
<th>Possible Evidence/Resources</th>
<th>Comments</th>
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</table>
| Are we positive, enthusiastic role models in the outdoors? Is the expectation clear that every adult will be engaged with children’s activity and talk outdoors? | • Lead practitioner for outdoor learning  
• Outdoor policy  
• Peer to peer coaching / supervision / support  
• Photographic evidence / displays which promote positive body language  
• Interpreter support where necessary |          |     |     |     |
| Is there a shared understanding of effective adult/child interaction? | • Team/room meeting action plans  
• Embedded in vision and values statements  
• Ongoing training programme  
• Ongoing supervision and staff development programme  
• Peer coaching and peer supervision records  
• Peer to peer support |          |     |     |     |
| Do we engage in genuine/natural conversations outdoors, i.e. talking with children to affirm and support new learning? | Observations show:  
• Language heard/recorded is related to children’s interests / learning NOT just for management, control and organisation  
• Learning diaries reflect range of conversations adults / children are having together |          |     |     |     |
**Communication & Language: Adult/Child Interactions:**

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</table>
| Are we confident/able to adjust our language to meet the diverse language levels of our children? | • Use of visual clues / prompts / singing and rhymes / specific communication approaches/strategies evident in children’s inclusion plans / provision maps  
• Low tech aids / signing used to support this  
• Ongoing CPD logs/records detail staff trained with specific approaches, e.g. for children on the autistic spectrum  
• Learning stories  
• Observations detail adults who model thinking, ask open-ended questions and promote sustained shared thinking | | | | |
| Are there opportunities for children to develop language skills and explore new vocabulary specific to outdoors? | • Themed outdoor boxes  
• Adult led planning makes explicit reference to vocabulary and focus  
• Books/visuals/new specific resources in the environment  
• Next steps indicate adults extending specific vocabulary  
• Adult take time to research and gain knowledge about areas children are interested in | | | | |
| Are we confident with language scripts to support conflict resolution and promote positive behaviour? | • Records of supervision meetings  
• Records of staff meetings  
• Positive behaviour plans/specific strategy plans  
• Personal / professional / performance management logs  
• Team/room outdoor rotas regularly discussed  
• Key person planning | | | | |

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### Communication & Language: Adult/Child Interactions:

<table>
<thead>
<tr>
<th>Bristol Standard Dimension Links:</th>
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<tbody>
<tr>
<td>D2 – Being a sensitive and reflective key person</td>
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<tr>
<td>D3 – Understanding the importance of providing rich, playful interactions and experiences. Continuous provision</td>
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<tr>
<td>D3 – Seeing the characteristics of effective learning while children play</td>
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<td>D4 – Responding to babies’ and children’s interests</td>
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</table>

**Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):**
Communication & Language: Adult/Child Interactions:

"Some children are much more talkative outside that’s why I get them out as much as possible." (Childminder)

Children benefit from the company of responsive and enthusiastic adults who are genuinely interested in talking to and with them.
“The tactile system, or sense of touch, plays a major part in determining physical, mental and emotional human behaviour.”

(Kranowitz, 2005)
## Personal, Social & Emotional Development

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<th>Questions/Key Elements</th>
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</table>
| Do children have opportunities to develop relationships, learn to share and play co-operatively? | • Wheeled toy areas/role play areas  
• Key working principles/policy  
• Games equipment e.g. bats and balls  
• Agreed boundaries and protocols in staff records  
• Welcome times outdoors  
• Set up for snacks, lunch, drinks included outdoors  
• Positive conflict resolution  
• Playground games training for lunch staff |          |     |     |     |
| Are children encouraged to be independent outdoors?                                   | • Resources labelled with words pictures, appropriate scripts  
• Tap or water butt to access independently  
• Apron hooks/wellie rack  
• Creative trolley/mark making backpacks  
• Tidy up routines |          |     |     |     |
| Are all children valued?                                                              | • Photographs/posters of children promoting positive images  
• Multi-cultural resources/books  
• Interpreter support to promote outdoor learning where necessary  
• Photobooks “I can jump and run”  
• Access/equality plans etc.  
• Circle time notes/plans  
• Diversity celebrated/reflected outdoors  
• Local community involved in outdoor projects |          |     |     |     |
### Personal, Social & Emotional Development

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<tr>
<td>Do children have opportunities to care for others and other living things?</td>
<td>• Doll play&lt;br&gt;• Puppets&lt;br&gt;• Small world sets/scenarios&lt;br&gt;• Pets, animal corner&lt;br&gt;• Visits to farms and animal parks</td>
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<tr>
<td>How do we find out about how children use the outdoor space differently, e.g. boys, girls, children with identified needs and how do we use this information?</td>
<td>• Observations&lt;br&gt;• Documentation of interests&lt;br&gt;• Continuous Provision annotation&lt;br&gt;• Photos&lt;br&gt;• Individual Education Plan reviews/support plan reviews&lt;br&gt;• Monitoring and evaluation</td>
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<tr>
<td>How do we use our assessments of children's social and emotional development to support outdoor play?</td>
<td>• Home/school diaries/books&lt;br&gt;• Parent/carer conferences and conversations documented&lt;br&gt;• Assessment records&lt;br&gt;• Continuous Provision Planner&lt;br&gt;• Learning stories&lt;br&gt;• Staff meeting notes/key person records</td>
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<tr>
<td>How do we inform and convince parents/carers about the benefits of outdoor play?</td>
<td>• Induction packs&lt;br&gt;• Events in the garden, e.g. bulb planting, storytelling, cream tea, games&lt;br&gt;• Information leaflets&lt;br&gt;• Photo displays of characteristics of effective learning&lt;br&gt;• Parent/carer interest group&lt;br&gt;• Interpreter support where necessary</td>
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</table>
### Personal, Social & Emotional Development

**Bristol Standard Dimension Links:**
- **D2** – Helping children to solve problems and conflicts
- **D3** – Considering the importance of adult responses while children play, and enabling all children to explore and make choices about their play
- **D4** – Making sure our environment show that we value everyone
- **D5** – Creating opportunities for children to see themselves as people who can do things

**Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):**
Personal, Social & Emotional Development:

“The fact is it doesn’t matter if you get dirty or wet or cold, you sit down there in the mud with these children and whatever they’re experiencing, you see it through their eyes.” (Practitioner working with 2 year olds)

“For some children, outdoors is where they feel happiest, freed from constraints, it is where they learn best. It encourages children to express their emotions more readily and children may feel less inhibited in their communication and talk more spontaneously.”

(Bristol Standard, 2013)
“Young children take in information about the external world by physically and bodily interacting with it and build understanding by moving through it and manipulating it.”

(Jan White, 2008)
### Physical Development:

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</table>
| Are children supported to identify risk and to develop the confidence to take risks in their play? | • Documentation in learning diaries  
• Photos  
• Environment plans  
• Risk Assessment for regular visits/groups, e.g. park/forest school  
• Reference to appropriate documents, e.g. Start Active, Stay Active (2011) |          |     |     |     |
| Are children’s physical capabilities, limits and preferences planned for?               | • Documentation in learning diaries  
• Planning documents  
• Age specific considerations, e.g. tummy time for babies |          |     |     |     |
| Are there opportunities for the children to move and climb appropriately for their developmental stage/age? | • Fixed equipment/flooring  
• Swings/hammocks etc  
• Music to stimulate movement  
• Natural inclines/hill/mound  
• Bouncy/rolling/racking on a lap  
• Steps/tree stumps  
• Low level pull-up beds/surfaces for cruising or crawling  
• Mats/soft surfaces for rolling  
• A-frames  
• Planks, logs  
• Slides  
• Ladders  
• Low tree branches/rope swings  
• Forest school records/documentation  
• Different surfaces: grass/pebbles/asphalt |          |     |     |     |
## Physical Development:

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<tr>
<td>Do children have access to push-along/wheeled toys?</td>
<td>• Tricycles - adapted if necessary</td>
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<td></td>
<td>• Ride-on/push-along toys</td>
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<td></td>
<td>• Bikes</td>
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<td>• Scooters</td>
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<td>• Prams and buggies</td>
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<td>• Trolleys</td>
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<td>Do children have access to a range of small equipment?</td>
<td>• Bats and balls</td>
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<td></td>
<td>• Cones</td>
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<td>• Frisbee</td>
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<td>• Foam throwing toys</td>
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<td>• Velcro catch mits</td>
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<td>• Velcro darts</td>
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<td>• Stacking cups</td>
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<td>• Building blocks</td>
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<td>• Heuristic outdoor play boxes</td>
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<td>• Quoits</td>
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<td>• Hoops</td>
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<td>• Bean bags</td>
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<td>• Skittles</td>
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<td>• Skipping ropes</td>
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<td>• Ribbon sticks</td>
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<td>• Mark-making tools</td>
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<tr>
<td>Are children encouraged to use the above to support their</td>
<td>• Observation notes/planning documents</td>
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<tr>
<td>gross and fine motor development?</td>
<td>• Photographs</td>
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<td></td>
<td>• Equipment (see above) e.g. hoops/buckets as targets for balls/bean-bags</td>
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<td></td>
<td>• Assessment records</td>
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### Physical Development

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<tr>
<th>Questions/Key Elements</th>
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</table>
| Are there opportunities to move ‘huge’ things? | • Pulleys  
• Levers  
• Rollers  
• Ropes  
• Trolleys  
• Wheelbarrows  
• Slopes  
• Construction area plans  
• Tubing/pipes/guttering | | | |
| Do children have access to equipment to create an obstacle course? | • Cones  
• Block area planning  
• Tunnels  
• Planks  
• Tyres  
• Crates  
• Tree stumps  
• Forest school records/documentation | | | |
| Do adults organise and model simple games that children can then play independently? | • Playground games file for staff to demonstrate, e.g. drawing shapes on the floor and calling out the shape, colour or number for children to move to – hopping, jumping, crawling, etc  
• Planning time for staff discussions  
• Delivery of a commercial programme outdoors, e.g. Write Dance/move it/Stretch and Grow  
• Planning/documentation | | | |
### Physical Development

**Bristol Standard Dimension Links:**
- D3 - Understanding your role in scaffolding children’s learning and development
- D4 - Creating a well-planned outdoor environment that balances safety with opportunities to take risk
- D5 - Understanding the importance of children’s active involvement

**Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):**
Physical Development

The children and practitioners at Daisy Chain nurseries take regular trips to the forest that support their physical development.

In the forest even the youngest children learn valuable life skills as well as enjoying the many benefits of being in a ‘wild’ space and experiencing the changing seasons.

“My child loves forest days. She has become much more confident both emotionally and physically. She always sleeps well after a forest trip!” (Parent)
Physical Development

“Growth and development of the brain, body and feelings are inseparable. At the same time as children are gaining control over their muscles, their minds are being exercised as feelings about themselves and their abilities are established.”

Marjorie Ouvry (2003)
"Children should be able to move between zones and make connections. A story might lead to role play taking place in the sandpit. Mark making might start at the sandpit and lead to chalking trails or crossings across the ‘transport’ or ‘bike’ zone."

(Leaning Through Landscapes)
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</thead>
</table>
| Do all children have access to developmentally appropriate opportunities to develop literacy? | • Overall plan of outdoor area long/short term  
• Songs/rhyme time outdoors  
• Outdoor mark making trolley/back packs  
• Builder trays with key words  
• Books and stories used by children and adults to support play  
• Puppets/props/songs/familiar stories  
• Clear ‘Letters and Sounds’ planning and implementation  
• Ever-changing role play areas |          |     |     |     |
| Are there any posters, photos, maps, etc. to support children’s learning outdoors? | • Photos of mini beasts, buildings, transport  
• Laminated pictures  
• Story washing lines/story maps  
• Weather proof displays  
• Project collections  
• Explorer outdoor box/back packs  
• Dual language books/scripts  
• Adults who point out meaningful words in the environment |          |     |     |     |
| Do children have access to netting or chain link fencing which could be used for weaving ribbon or fabric to make numerals, letters or shapes to fix visual material onto? | • Observation  
• Photographs  
• Planning (see above) |          |     |     |     |
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<tbody>
<tr>
<td><strong>Do you promote story and story telling in the outdoors?</strong></td>
<td>• Song/rhyme time outdoors&lt;br&gt;• Dedicated outdoor story space/chair/structure&lt;br&gt;• Blankets, cushions, willow screening&lt;br&gt;• Mobile outdoor book storage&lt;br&gt;• Learning stories documentation&lt;br&gt;• Story boards/washing lines&lt;br&gt;• Story maps used alongside outdoor resources&lt;br&gt;• Prop and costumes</td>
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<td><strong>Do you have any permanent outdoor/playground markings to support literacy development?</strong></td>
<td>• Alphabets, key words on walls/doors/sheds etc&lt;br&gt;• General signage/rules for children</td>
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<tr>
<td><strong>Is there a designated area where children can mark make and develop writing skills? If so, is it clearly labelled so that no-one feels practitioners are promoting graffiti?</strong></td>
<td>• Variety of sensory experiences to mark make&lt;br&gt;• Large chalks&lt;br&gt;• Chalk board on wall&lt;br&gt;• Area on the ground&lt;br&gt;• Large paintbrushes and paper to paint on a big scale&lt;br&gt;• Sticks/scoops/rakes etc for sand-pit(s)&lt;br&gt;• Malleable materials such as Playdoh/clay</td>
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<tr>
<td><strong>Are meaningful mark-making and writing opportunities provided in all other areas of the outdoors too?</strong></td>
<td>• Photos of role play/construction area&lt;br&gt;• Learning stories documentation&lt;br&gt;• Portable writing back-packs&lt;br&gt;• Mark making moveable trolley&lt;br&gt;• Variety of tools to support, e.g. clipboards/notelets/pads/cards</td>
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**Literacy:**

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<th>Bristol Standard Dimension Links:</th>
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<tr>
<td>D3 - Understanding how children learn when they are initiating their own play</td>
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<tr>
<td>D3 - Knowing when to guide children’s play in order to develop a richer understanding</td>
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<tr>
<td>D5 - Encouraging children to think for themselves, making links and choosing their own approach</td>
</tr>
<tr>
<td>D5 - Enabling children to be confident when developing their literacy skills</td>
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</tbody>
</table>

Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):
Supporting Literacy Outdoors

The children's garden at Windmill City Farm is enlivened with labels, seed packets, nature cards and 'looking equipment'

A tree is converted into a story tent

At Knowle West Children's Centre the sound wall supports Letters & Sounds

Books and resources support themes and interests
Mark Making

These children have lots of different opportunities for mark-making at their child-minders

Trips out into the wider community can provide lots of different and larger scale mark-making opportunities for children

“Babies and children need opportunities and encouragement to experiment with sensory and tactile materials in order to become confident mark makers.” (Mark Making Matters, 2008)
“Children’s interests are powerful catalysts for mathematical enquiry and will provide a strong starting point to support and extend their mathematical thinking.”

(DCSF, 2009)
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</table>
| Is our outdoor environment rich in opportunities for children’s problem solving, scientific exploration, numeracy and reasoning? | • Photographic evidence  
• Plans of outdoor area  
• Resource audit  
• Numbers on resources  
• Signage  
• Learning stories of children’s mathematical enquiry  
• Adults know and use maths vocabulary consistently  
• Calculation policy  
• Mark making tools for tallying/recording  
• Range of puzzles  
• Equipment to measure weight and time | | | | |
| How do we use natural events to spontaneously support children’s mathematical understanding? | • Puddles  
• Windy day  
• Shadows  
• Cooking outdoors/mud-pie kitchen  
• Songs/rhymes alongside play | | | | |
| Do we have collections of natural resources and a range of ‘large’ first hand opportunities? | • Climb-in sandpit/sand area  
• Buckets, funnels, jugs, barrows, trucks  
• Cones, shells, pebbles, bricks  
• Tubing/piping/guttering for water play  
• Material for construction/den building and different model making | | | | |
### Mathematics:

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</table>
| Are there spaces for children to go inside, up and through to encourage use of positional language? | • Dens  
• Bridge, Billy Goats Gruff  
• Climbing frame  
• Hoops and small equipment  
• Construction area/mixing station  
• Adults able to ask effective questions/encourage use of mathematics language | | | | |
| Are there opportunities for counting, sorting, classifying and using comparative language? Is our outdoors a number-rich environment? | • Number lines including real objects  
• Displays/learning walls  
• Learning stories  
• Collections of natural resources e.g. conkers, pebbles, leaves  
• Treasure baskets  
• Fences to weave numbers  
• Number walks  
• Numbered bikes/parking bays  
• Obstacle course  
• Washing lines  
• Hopscotch  
• Scoring games e.g. skittles | | | | |
| How do we resource our role play to support maths? | • Builders’ hats and equipment  
• Measures, spirit levels  
• Market stalls – price tags, money  
• Garden Centre – lists, scales  
• Café  
• Clipboards alongside areas  
• Documentation that shows opportunities to practice object permanence/1:1 correspondence/counting/measuring etc  
• Adults able to extend thinking and/or question misconceptions by children | | | | |
### Mathematics:

<table>
<thead>
<tr>
<th>Questions/Key Elements</th>
<th>Possible Evidence/Resources</th>
<th>Comments</th>
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<th>2-3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Can children access cooking activities outdoors?</td>
<td>• Growing fruit and veg&lt;br&gt; • Preparing snacks&lt;br&gt; • Playdoh&lt;br&gt; • Cutlery and picnic sets, pots and pans&lt;br&gt; • Recipe cards&lt;br&gt; • Vegetables for sorting and size&lt;br&gt; • Weighing equipment</td>
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<tr>
<td>Are children encouraged to recognise and explore shape, space and pattern in the environment?</td>
<td>• Shape walk – take photos&lt;br&gt; • Variety of construction sets e.g. Duplo/LEGO/Mobilo&lt;br&gt; • Following a pattern of movement&lt;br&gt; • Tracks, paths and routes&lt;br&gt; • Large empty boxes&lt;br&gt; • Large construction&lt;br&gt; • Paint or buckets of water / brushes&lt;br&gt; • Shape games chalked on floor&lt;br&gt; • Rubbings of surfaces</td>
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<tr>
<td>Are children able to make comparisons using non-standard and standard measures?</td>
<td>• Sand and water play – containers, funnels, jugs&lt;br&gt; • Guttering and tubes&lt;br&gt; • Tape measures&lt;br&gt; • Weighing scales&lt;br&gt; • Calibrated scales</td>
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</tbody>
</table>
### Mathematics:

**Bristol Standard Dimension Links:**
- D3 – Knowing when to guide children’s play in order to develop a richer understanding
- D4 – Choosing resources that provoke problem solving and creativity
- D5 – How we support mathematical learning through play experiences

**Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):**
Mathematics:

The children at Ashton Vale Pre-School have many opportunities to explore maths independently.

 Builders role play

 Shop role play

 Sorting the cones by colour

 Building

 Ice cream shop with real money

 Real shopping experiences with a childminder

 Problem solving with skittles

“Maths can come alive for practitioners and children alike as they are able to use it in real life contexts”

(Nursery Practitioner)
"Mixing soil, water and a range of other natural materials has a foundational role in early childhood which has deep importance and endless possibilities for well-being, development and learning.”

(Jan White, 2012)
Understanding the World: (see also Section One: Ecological and Natural Environment)

<table>
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<tr>
<td>Are there opportunities for a variety water play?</td>
<td>• Paddling pools, buckets, bowls, tubes, guttering, squirters, and hoses&lt;br&gt;• Trays to transport water&lt;br&gt;• Large buckets with paint brushes, rollers, and water as ‘paint’&lt;br&gt;• Watering cans and misting equipment to role play ‘gardeners’&lt;br&gt;• Ideas booklets for staff to support innovative planning from children’s interests</td>
<td>0-2</td>
</tr>
<tr>
<td>Are there opportunities for a variety of sand play?</td>
<td>• Sand trays of differing sizes&lt;br&gt;• Large walk-in sandpit&lt;br&gt;• Builders tray with sand&lt;br&gt;• Natural collections to support play&lt;br&gt;• Ideas booklets for staff to support innovative planning from children’s interests</td>
<td>0-2</td>
</tr>
<tr>
<td>Are there opportunities for small and large scale construction?</td>
<td>• Small world sets e.g. Mobilo/LEGO/Duplo&lt;br&gt;• Blocks, large and small - designated spaces for their use&lt;br&gt;• Ropes and pulleys&lt;br&gt;• Netting, planks, logs etc&lt;br&gt;• Sellotape, paper, card etc</td>
<td>0-2</td>
</tr>
<tr>
<td>How does our outdoors support children’s understanding of time and place?</td>
<td>• Planning spaces and places&lt;br&gt;• Visits/visitors&lt;br&gt;• Making the most of changes near us, e.g. a building project&lt;br&gt;• Celebrating changing seasons&lt;br&gt;• Making the most of routines tidy up/snack time&lt;br&gt;• Documentation of special occasions: outdoor family picnic day&lt;br&gt;• Long term growing projects - plant/animal</td>
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### Understanding the World:

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</table>
| Are there opportunities for other malleable experiences?                                | • Wet peat  
• Mixing stations  
• Sloppy sand  
• Clay  
• Potting compost  
• Cornflour  
• Dough |
| Is there an area which encourages mini beasts? Is it clearly labelled?                   | • Area with rocks, stones, logs, tree stumps, pieces of old paving, a tray of water, wild flowers  
• Laminated pictures  
• Non-fiction books  
• Magnifying glasses  
• Pooters |
| Do we have a good range of permanent features as well as flexible materials and loose parts? These allow children to shape their environment and speculate on the reasons why things happen or how they work? | • Photos/plans of area crates, tubes, materials  
• Collections of natural resources  
• Treasure baskets  
• Sensory garden area  
• Tinkering area/mixing station |
| Do we, and our children use ICT to support their developing curiosity?                  | • Cameras, Hip cameras, instant cameras, recording equipment  
• Talking tins  
• Radios, Karoke machines  
• Low tech control toys  
• Switches/Big Macs |
| Do we use the local community to support children’s fascinations and interests?        | • Documentation of trips to shops, parks, library  
• Special visitors, e.g. a zoo handler/keeper |
**Understanding the World:**

<table>
<thead>
<tr>
<th>Bristol Standard Dimension Links:</th>
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<tbody>
<tr>
<td>D1 - How we recognise children as rich, powerful learners</td>
</tr>
<tr>
<td>D3 - Seeing the characteristics of effective learning in children’s play</td>
</tr>
<tr>
<td>D3 - Understanding how children learn when they are initiating their own play</td>
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<tr>
<td>D5 - Recognising how children find out and explore</td>
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<tr>
<td>D5 - What experiences do we offer that motivate children as learners?</td>
</tr>
<tr>
<td>D6 - Providing challenging and further learning opportunities</td>
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<tr>
<td>D7 - Understanding that equality means needs can be met in different ways. Embedding inclusion in practice and provision</td>
</tr>
</tbody>
</table>

**Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):**
Understanding the World:

These children explore the world at their childminders and in the wider environment.

"Fresh air and natural materials provide a perfect base for children to find out about the world" (Parent)
The best way for children to find out about the world is through exploration of real objects and materials.

"Playing outside gives a unique opportunity for learning. The changing seasons are experienced, finding spiders webs glistening with frost, chasing shadows and splashing in puddles." (Beth Osborne, Deputy Head, Children's Centre)
Expressive Arts and Design

“The child has a hundred languages .......... and a hundred, hundred, hundred more.”

(Loris Malaguzzi, 1996)
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<tbody>
<tr>
<td>Do children have access to books, puppets and story props?</td>
<td>• Box of books • Comfortable rugs or mats to sit on • Puppets, story props • Quiet resting areas • Communication Friendly Spaces</td>
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<tr>
<td>Do children engage in music and dance outdoors?</td>
<td>• Adults organise action songs and rhymes, circle dances • Planning • Observations • Photographs</td>
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<tr>
<td>Do children have access to a CD player/cassette player and tapes/ribbons, etc?</td>
<td>• Planning • Observations • Photographs</td>
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<tr>
<td>How are different cultures reflected in the design and use of the outdoor environment?</td>
<td>• Equal opportunities/outdoor policy • Planning • Observations • Artefacts from home • Different scripts displayed</td>
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<tr>
<td>Do children have access and opportunities to make music outside?</td>
<td>• Musical instruments in a box • Pans • Plastic containers • Plant pots and beaters, e.g. spoons • Musical washing line using real objects • Sound walls, chimes, sculptures • Musical instruments trolley • Storyphones • CD player</td>
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<tr>
<td>Do children have access to media and materials that enable them to imagine and develop their own projects and ideas and to explore their skills and concepts through representation?</td>
<td>• Stories, poems, paintings • Range of loose parts • Paint • Dough • Modelling materials</td>
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<tr>
<td>How do we build on children’s current interests, e.g. dinosaurs, World Cup, Olympics, fairies?</td>
<td>• Books to support role-play • Dressing up clothes • Relevant resources e.g. telephone, diary, labelling in Bob the Builder’s yard • Mark making materials • Brochures</td>
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<tr>
<td>How do we support extended projects over a period of time?</td>
<td>• Learning stories • Documented planning • Introduce relevant resources to extend learning • Share projects with extended family</td>
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</tbody>
</table>
| Are there opportunities for creative activities?              | • Large sheets of paper for collaborative work, e.g. painting footprints, rolling tyres, balls or wheels in paint  
|                                                               | • ‘Spin the bottle’ using bottles of paint and huge paper  
|                                                               | • Large brushes to flick paint  
|                                                               | • Squeezy bottles to squirt paint  
|                                                               | • Materials to weave  
|                                                               | • Materials for 3D structures                                                               |          |     |     |     |
| Are there opportunities for role play?                        | • Pop up tents and tunnels  
|                                                               | • Materials to make dens  
|                                                               | • Role play situations – builder merchants, picnics, garden centres, railway station, garages, etc  
|                                                               | • Provocations following childrens interests  
|                                                               | • Young children always have ‘home-play’ resources available                               |          |     |     |     |
| Do the children have access to a play house with Perspex windows (not glass)? | • Photos/learning stories  
|                                                               | • Observations  
|                                                               | • Planning documents the changes from home to shop to fire-station                        |          |     |     |     |
**Expressive Arts & Design:**

Bristol Standard Dimension Links:
- D3 – Seeing the characteristics of effective learning while children play
- D3 – Playing and having fun with babies and children
- D5 – Motivating children to develop their skills and appreciate expressive arts
- D8 – Valuing and celebrating difference in our setting
- D8 – Celebrating the unique and diverse nature of all children’s family cultures

Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):
Expressive Arts & Design:

“When children are doing things in role-play you see how much they actually know, what they understand and what they’re trying to figure out when they’re outside” (Reception teacher)

Large scale musical instruments
Small musical instruments
Role play

Creating on a large scale with 3D materials
Freedom to dance
Real picnics outside
## Example of audit from pilot setting

### Physical Environment: Spaces & Places / Storage and Maintenance

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<th>Questions/Key Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Is the outdoor environment attractive and welcoming?</td>
<td>• Observation – litter free, clean and swept regularly</td>
<td>&quot;Garden checks every morning swept, cleared, checked&quot;</td>
</tr>
<tr>
<td></td>
<td>• All permanent resources maintained</td>
<td>&quot;Gardeners cut grass, check for brambles&quot;</td>
</tr>
<tr>
<td></td>
<td>• Grass cut/bramble free</td>
<td>&quot;Buggy parks/bike shelters, clear signage/disabled access&quot;</td>
</tr>
<tr>
<td></td>
<td>• Buggy parks/bike shelters/clear signage/disabled access</td>
<td>&quot;Cultural diversity reflected&quot;</td>
</tr>
<tr>
<td></td>
<td>• Outdoor policy/rotas</td>
<td>&quot;Outdoor policy/rotas&quot;</td>
</tr>
<tr>
<td>Does it have a variety of tactile floor surfaces to support different stages of</td>
<td>• Observations</td>
<td>&quot;Mud kitchens, grass, logs, tyres&quot;</td>
</tr>
<tr>
<td>development, e.g. pulling supports, grass, paving, tarmac, artificial grass, decking,</td>
<td>• Photos</td>
<td>&quot;Decking area with a cosy space&quot;</td>
</tr>
<tr>
<td>gravel/bark?</td>
<td></td>
<td>&quot;Ponied off baby area&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Planters with wide rims for pulling up&quot;</td>
</tr>
<tr>
<td>Are there a variety of places and spaces to support play, interaction and development?</td>
<td>• Communication Friendly Spaces projects and evaluations</td>
<td>&quot;Outdoor space set up everyday for continuous provision &amp; use&quot;</td>
</tr>
<tr>
<td></td>
<td>• Action research, e.g. 5x5x5</td>
<td>&quot;Sure there is a quiet (book) shaded area, messy play area&quot;</td>
</tr>
<tr>
<td></td>
<td>• Outdoor projects</td>
<td>&quot;Role play etc&quot;</td>
</tr>
<tr>
<td></td>
<td>• Documented changes outdoors</td>
<td>&quot;Friendship bench, sensory garden&quot;</td>
</tr>
</tbody>
</table>
Example of audit from pilot setting

Physical Environment:
Spaces & Places / Storage and Maintenance

Bristol Standard Dimension Links:
D3 – Enabling children to explore and make choices
D4 – Ensuring environment is welcoming, stimulating and flexible
D4 – Open ended, multi-sensory resources
D5 – Supporting children’s physical development

Key reflective questions (an opportunity for you or your team to record key reflective questions to support your action plan towards improvement):

1. How do children naturally move around the garden?
   - carry out observations to document ‘journeys’
   - draw maps of their routes to see if we can improve layout of garden

2. Which areas do children use most?
   Is there a difference in areas that are used most by boys/girls?
   Which areas are used least?
   
   How can we improve these areas — linked to current interests
   
   Resources physical space adult support
**Useful contacts and websites**

- **Bristol Early Years Research and Development**  
  [http://www.bristolearlyyearsresearch.org.uk](http://www.bristolearlyyearsresearch.org.uk)

- **British Ecological Society**  
  [www.britishecologicalsociety.org](http://www.britishecologicalsociety.org)

- **www.childrensscrapstore.co.uk**

- **Communication Friendly Spaces**  
  [www.elizabethjarmantraining.co.uk](http://www.elizabethjarmantraining.co.uk)

- **Forest of Avon**  
  [www.forestofavon.org.uk](http://www.forestofavon.org.uk)

- **Forest school**  
  [www.forestschool.com](http://www.forestschool.com)

- **Gardens for Life**  
  [www.edenproject.com/education](http://www.edenproject.com/education)

- **Green Play**  
  [www.greenplayproject.co.uk](http://www.greenplayproject.co.uk)

- **Learning through Landscapes**  
  [www.ltl.org.uk](http://www.ltl.org.uk)

- **www.littlegreenfingers.com**

- **National Trust**  
  [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

- **www.naturedetectives.org.uk**

- **www.pinterest.com**

- **Playing out – Southville parent’s project**  
  [www.playingout.net](http://www.playingout.net)

- **Start4Life**  
  [www.nhs.uk/start4life](http://www.nhs.uk/start4life)

- **Sustrans**  
  [www.sustrans.org.uk/freerangekids](http://www.sustrans.org.uk/freerangekids)

- **5 x 5 x 5: Researching children researching the world**  
  [www.5x5x5creativity.org.uk](http://www.5x5x5creativity.org.uk)

- **Outdoor environment advisors and designers**

  - [www.alloutplay.co.uk](http://www.alloutplay.co.uk)

  - **Jane’s Pond landscaping and outdoor play spaces**  
    [www.janespond.co.uk](http://www.janespond.co.uk)

  - **Outdoor Play and Learning (OPAL) – Mike Follett (vision and values)**  
    [www.outdoorplayandlearning.co.uk](http://www.outdoorplayandlearning.co.uk)

  - [www.sightlines-initiative.com](http://www.sightlines-initiative.com)

  - [www.touchwoodtrees.co.uk](http://www.touchwoodtrees.co.uk)

- **There are also many useful blog sites. Our current favourites are:**

  - [http://wwwletthechildrenplay.net](http://wwwletthechildrenplay.net)

  - [http://loveoutdoorplay.net](http://loveoutdoorplay.net)


  - [http://teachertomsblog.blogspot.co.uk](http://teachertomsblog.blogspot.co.uk)
More Ideas for Outdoors

Outdoor learning can reach wider than your own environment

Woodland House Nursery go once a week on the train to Severn Beach for beach school sessions

“Watching how children learn on the beach clearly demonstrates the three different characteristics of learning and this has helped me enhance my knowledge of the EYFS”. (Christine James, Beach School Leader)

“The learning opportunities at Beach School are endless. Every time we go the environment offers us something new to explore and find, from marine life to washed up coconuts and messages in a bottle” (Hollie Gardner, Nursery Teacher)
Acknowledgements

We would like to thank the following schools, settings and childminders for their contributions to the development of this document:

Pilot group
Ashton Vale Primary School
Colston’s Lower School
Down’s Park Day Nursery
Fonthill Primary School
Hannah More Primary School
Holymead Infant’s School
Horfield Welly Pre-school
Ilminster Avenue E-Act Academy
Magic Roundabout Day Nursery
Mama Bear’s Day Nursery, Brislington
Mama Bears Day Nursery, Shirehampton
St Bonaventure’s Catholic Primary School
Village Pre-school

A very big thank you to the following for the lovely photographs:
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Ashton Vale Pre-School
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Brentway andHenbury Children’s Centre
Daisy Chain Day Nursery, Clifton
Gatehouse Day Nursery
Holymead Infant School
Ilminster Avenue Specialist Nursery & Children’s Centre
Julia Harkess, Childminder
Knowle Park Primary School
Knowle West Children’s Centre
Millie’s Childminding
Paula Jenkinson, Childminder
Speedwell Nursery School
Verity Bale
Village Pre-school
Woodland House Day Nursery