

Outdoor Audit - DATE

Physical Environment

Involved in discussion: Jade

Questions/Key Elements	Possible Evidence/Resources	Zone 1 (TT and Nursery)	Zones 2 and 3 (FS1 and FS2)
Is the outdoor environment attractive and welcoming?	Observation - litter free, clean, swept regularly. All permanent resources maintained. Grass cut/bramble free. Bike shelters/clear signage/disabled access/cultural diversity reflected. Outdoor policy/rotas.		Yes, the gardeners and housekeepers do a fantastic job of sweeping/clearing. We have rubbish bins and recycling bins to discourage littering. We have had some issues with storage - have replaced where necessary. We have an outdoor rota for the mornings so that all children are greeted at the gates by friendly, familiar faces. Children use antibacterial hand gel on arrival to help prevent the spreading of germs. I don't think we have any cultural diversity reflected... perhaps we could add some flags to represent our families home countries? (like outside the theatre building?) Or some big photo posters of our families/children?

<p>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?</p>	<p>Observations. Photos.</p>		<p>We have:</p> <ul style="list-style-type: none"> - tarmac - real grass - sand - water - stoney sensory stream - rubber - mud - artificial grass (although can get hot)
<p>Are there a variety of spaces to support play, interaction and development? e.g. easy spaces, social spaces, permanent and temporary spaces.</p>	<p>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.</p>		<p>https://5x5x5creativity.org.uk/ I don't really know too much about this one... I feel like our outdoor space is very large and open BUT we have started to add additional resources e.g. big potted plants to create natural smaller spaces. The tunnels are also popular with the children, making dens etc. They also use the big plastic play equipment to create smaller play spaces. It would be great to get some planting boxes (like the ones out the back) into the big outdoor space. The children have enjoyed</p>

			growing veggies in them this year, but as the beds are in the back area, they cannot be independently accessed due to supervision needs.
Does the environment provide opportunities for boisterous play and quieter play?	Cosy spaces, bike zone, climbing area. Seats to relax. Loose parts/fabrics for den making. Nests to crawl in/out of.		I think it would be good to add more cosy spaces e.g. a cushioned reading space. We tried to add this in the big shared covered entrance area, but due to lack of supervision, it didn't really get used. Plenty of space to run, cycle, scoot, roll, climb etc. Plenty of spaces/seats to relax, although not enough shaded yet. Plenty of loose parts/fabrics for den making, although staying on top of the correct storage of these is a HUGE job.

<p>Are there opportunities for children to encourage journeys between spaces and stopping points for talk and rest?</p>	<p>Interesting pathways for bikes, walking, moving through. Fencing/visuals/objects of interest to encourage journeys. Temporary screens e.g. bamboo in pots or willow sculptures. Photo displays.</p>		<p>Road for bikes/scooters with many different routes to choose from - through tunnels too. Stepping logs and fixed tyres in the ground to encourage a variety of movement. We use big plant pots to create smaller spaces, would be great to have some bamboo screens too. Have added temporary photo displays of lovely learning but due to weather, they often don't last very long. We try to move the bigger continuous provision resources around every so often to encourage children to move and explore new areas/spaces. This is a little challenging due to storage needs/requirements.</p>

<p>Do both adults AND children know where resources are stored? Does this encourage children's independence, decision making and autonomy?</p>	<p>Resources are clearly labelled with photo and words. Designated area for each resource. Crates with wheels. Shed/bike store. Small, easily transportable containers. Topic/outdoor boxes. Net bags, kit bags, backpacks. All weather clothing/welly store.</p>		<p>At the beginning of the year, all outdoor cupboards were fully stocked, labelled and organised with a huge range of resources. It needs to be a team effort to maintain this but this can be challenging. The cupboards usually have 'stop' signs to discourage the children from getting all resources out at once, but they know they are able to ask an adult to change the sign to 'go.' At the beginning of the year, all cupboards also had a 'contents' poster on the outside so that children could easily identify what was in each cupboard should they need it. However, due to the weather, these didn't last very long!</p> <p>Have also tried moveable mark making trolleys outside, but again, it needs to be a team effort to maintain and ensure they are properly tidied. I think because we're so lucky to have such a huge outdoor space, tidying and maintaining resources, and having systems in place to do this well, is vital. We need to work on this and try some new strategies I think!</p> <p>We did have 2 boxes out by the mud kitchen. One was storage for</p>

			clean t-shirts for use in the mud kitchen, and the other was to put dirty ones in after use.
<p>Are there opportunities for large scale activities e.g. sand, water, construction, mark making?</p>	<p>Larger chalkboards. Painting easels. Wooden blocks. Crates, guttering, planks. Cardboard tubing/boxes, packaging. Documented projects/activities. Outdoor tap.</p>		<p>Sand - yes. Plenty of sand toys and resources. We often add A-frames and ladders into sand pit as children enjoy climbing there too! Water - yes. Several taps, as well as sensory stream and access to hose. Mud - yes. Construction - yes. Wooden blocks, giant lego, big plastic cylinders/steps etc. Loose parts e.g. pipes, stands, hoses, tyres. We do not have junk modelling outside - this would be great BUT would need to consider appropriate storage of supporting resources in the heat. Mark making - yes. Chalks always available outside. Children often bring mark making tools out, clipboards etc. Have hung big</p>

			plastic sheets to re-use for large scale painting.
<p>How do we organise maintenance of both the overall environment and the resources within it?</p>	<p>Outdoor action plan. Risk assessments. Cleaning rotas. Assigning/planning budget for consumables. SLT monitoring. Lists. Work logs. Ongoing contract with caretaker.</p>		<p>Throughout the year we have tried different ways of having a team of people to support the resourcing and maintenance of the outdoor area. Every 2 weeks during environment planning time, for the last few weeks, I have had 3 assistant teachers to support with enhancing/tidying the outdoor space. It's only an hour though, so doesn't really leave quality time for discussions and CPL regarding what/why/how we're doing out there. This tends to be something I prepare beforehand to ensure that I have some support to actually make the changes.</p> <p>Risk assessments - These are with the buildings and grounds team - need further communication with wider FS team.</p>

			<p>Cleaning - gardeners and housekeepers maintain the natural environment and wipe down big plastic equipment each morning.</p> <p>Budget - This year, a section of the FS budget was kindly allocated specifically to the role of outdoor/PD leader. This was very useful.</p>
<p>Is our outdoor area accessible to all children, including disabled children?</p>	<p>Equal opportunities/outdoor policy. Individual play plans. Access plan. Equality plan. Specific adaptations made to meet individual needs.</p>		<p>There is a small step down from the rubber shaded area onto the grass... this would probably be tricky for a young wheelchair user to get up and down without a slope. The sensory stream would also be tricky.</p> <p>I think the rest of our environment is quite accessible for all learners.</p>