

Outdoor Audit - 8th March

Planning

Involved in discussion: Jade

Questions/Key Elements	Possible Evidence/Resources	Zone 1 (TT and Nursery)	Zones 2 and 3 (FS1 and FS2)
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 outdoor 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.		The outdoor environment is planned for fortnightly with regards to bigger resources and enhancements. We try to encourage 'in the moment' planning/enhancements to follow children's interests, provide challenge and move the learning on. We have 6 enhancement boxes which are stored in the outdoor brown cupboards. These are to enable children/adults to collect resources and store them safely overnight for easy access the following day.



Enhancement

★ Box 2 ★

Enhancement

★ Box 2

Do children have access to the outside area for most of the day throughout the year?

Planning.  
Routines.  
Observations.  
Photos.  
Changes to spaces for different/mixed age ranges.

Yes. At the beginning of the year, we have a slightly staggered opening, to ensure children are familiar with the setting and feel safe and secure in the big open space. Once they are familiar with inside, each class will have some 'familiarisation' time outside as a whole class with their class teacher and with Jade as part of

PD. After the first couple of weeks, 'stop/go' signs are used to indicate when the outdoor area is accessible - most of the time apart from when the lightning meter says otherwise! In particularly hot periods (April/May) we help the children to understand their own bodies and how to recognise when they need to drink more/are overheated/need some shady or indoor time etc.

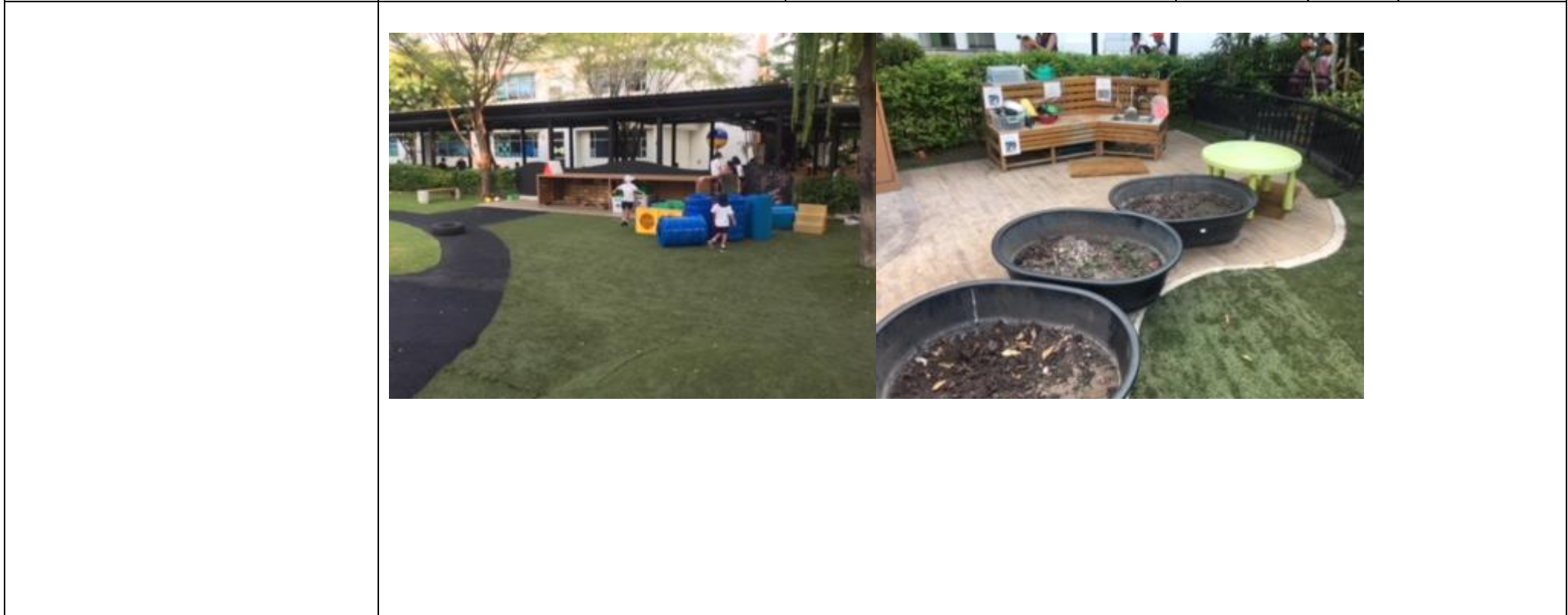


Is the outdoor environment set up before the children arrive?  
How do you know what to put out?

Question practitioners - how do they know what to put out?  
Daily evaluations.  
Interest sheets.

Larger things are set up (but the children know that they are able to move them if they wish), but we encourage children/adults to find and add enhancements during play.

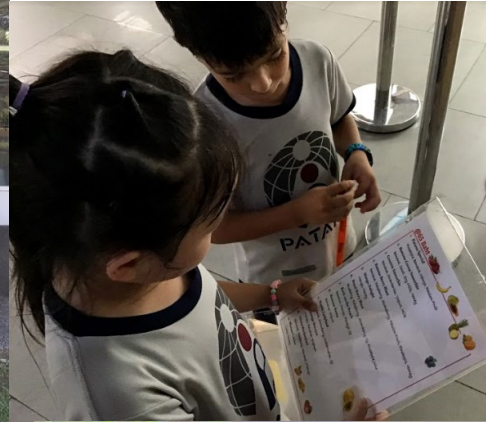
	<p>Ongoing assessments of children's development.</p>		<p>If there are any big interests, e.g. cafe role play, we will try to provide an outdoor opportunity to support this (as well as the indoor environment). We also use the strengths/gap analysis to ensure we are providing opportunities across all 7 areas for children to access independently.</p>
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<p>Are the children able to move freely indoors and outdoors and back again? OR</p>	<p>Observation. Planning proformas/rotas. Photos. Covered area.</p>		<p>Yes - We use stop/go signs - children know to check if there is an adult in the outdoor environment, if not, they know to ask someone.</p>
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<p>Do we plan in order to ensure that children play outdoors everyday, morning and afternoon? OR Do we plan to take children to the local park/points of interest on a daily basis e.g. local shop?</p>			<p>We have tried outdoor adult rotas in the past, but have found it quite restricting, particularly if you are engaged in play and then have to 'break the flow' to fulfill a duty slot. We have found it much more useful to keep it flexible and fluid to allow adults to follow the children's interests and be able to fully immerse themselves in the play without time restrictions. This year, all classes had the opportunity to visit the outdoor classroom, local 7/11 shop and smoothie bar.</p>






Is the outdoor area a separate fenced off area which is safe? Is it checked daily?

Risk assessments.  
Rota to check areas.  
Appropriate ratios.  
Cleaning/sweeping rota.

Yes. We also have a guard at the gates closest to the car park. Housekeepers sweep/wash down outdoor equipment daily, also checking tyres etc. for snakes and other exotic critters!

			<p>With regards to ratios, this is a professional judgement of the adults in the outdoor environment in line with the FS student ratio policy. All adults have been asked to consider the following when outdoors - Are you aware of where all children are and what they're up to? Do you need to call in for an additional adult to join?</p>
			
<p>How do we plan celebrations over the year to make the most of the seasons?</p>	<p>Spring - new growth.          Summer - holidays, weather.          Autumn - changes.          Winter - cold, dark/light.          Celebrations in different cultures.</p>		<p>Apart from the rainy season, we don't really have the luxury of seasons in Bangkok! Special events celebrated include:</p> <ul style="list-style-type: none"> <li>- CNY activities outside.</li> <li>- Sports Day.</li> <li>- Swimming Gala.</li> </ul>

