**Audit to support practice and provision for Outdoor Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Setting name / address** |  | | | | |
| **Registration number** |  | **Current Ofsted outcome** |  | **Date of completion** |  |

|  |  |
| --- | --- |
| **People involved in completing this audit** | |
| **Name** | **Role** |
|  |  |
|  |  |
|  |  |
|  |  |

**Further reading, references and websites**

Westmorland and Furness,Support for Childminders, Early Years and Childcare Provision

[Support for Early Years and Childcare Provision](https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)

Learning Through Landscapes - <https://ltl.org.uk/> Muddy Faces - <https://muddyfaces.co.uk/> Community Playthings - <https://www.communityplaythings.co.uk/products/outdoor> Early Education – <https://early-education.org.uk/>

**‘There’s no such thing as bad weather; only unsuitable clothing’ Alfred Wainwright**

|  |
| --- |
| Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.  *Early Years Inspection Handbook for Ofsted-registered provision September 2023*  *School Inspection Handbook for September 2023* |

**Throughout the setting and when developing each area of provision, consider how you are supporting the characteristics of effective learning:**

|  |  |  |
| --- | --- | --- |
| **Playing and exploring – a child will be** | **Active learning – a child will be** | **Creating and thinking critically – a child will be** |
| Finding out and exploring  Playing with what they know  Being willing to ‘have a go’ | Being involved and concentrating  Keeping on trying  Enjoying achieving what they set out to do | Having their own ideas  Making links  Choosing ways to do thing |

| **Staff knowledge and attitudes** | | | | |
| --- | --- | --- | --- | --- |
| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| All staff value outdoor learning |  |  |  |  |
| All staff have secure knowledge and understanding of the NHS ‘Physical Activity Guidelines for Children (Under 5 years)  [Physical activity for early years: birth to 5 years (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1054686/physical-activity-for-early-years-birth-to-5.pdf) |  |  |  |  |
| Staff have appropriate clothing for outdoor play |  |  |  |  |
| Staff have a good understanding of how children learn outdoors |  |  |  |  |
| Staff have a secure understanding of the benefits and impact that outdoor play has on children’s mental and physical well-being |  |  |  |  |
| Staff recognise the benefits of outdoor play on children’s emotional and behavioural development |  |  |  |  |
| Staff are aware of their training needs for outdoor learning and focused CPD opportunities are provided |  |  |  |  |
| Parents are supported to understand the value and importance of the outdoor environment as a space for learning |  |  |  |  |
| Children are encouraged to take and manage appropriate risks |  |  |  |  |
| Staff support children’s creative thinking and problem solving |  |  |  |  |
| There is a drive to continually improve and maintain the outdoor learning environment |  |  |  |  |
| Staff give as much thought and consideration for the planning and resourcing of the outdoor environment as the indoor environment |  |  |  |  |
| Staff plan for a range of outdoor experiences |  |  |  |  |
| Outdoor learning opportunities reflect all seven areas of learning |  |  |  |  |
| All staff ensure that outdoor learning opportunities are on a larger scale than those offered indoors |  |  |  |  |
| Babies and toddlers are able to access the outdoor provision as much as the older children |  |  |  |  |
| Outdoor equipment and activities are easy to set up and clear away |  |  |  |  |
| Outdoor equipment is stored to enable easy access |  |  |  |  |
| Outdoor equipment is consistently maintained and replenished |  |  |  |  |
| All staff take responsibility to ensure that the outdoor space and resources are regularly cleaned and are of high quality |  |  |  |  |
| Staff use observation to identify *what* children can do and what they need to extend their outdoor learning |  |  |  |  |
| Staff plan an environment which appropriately supports children’s differing stages of learning and development |  |  |  |  |
| Staff motivate and support children throughout their outdoor play |  |  |  |  |
| Staff respond to incidental opportunities to ignite children’s curiosity, e.g. looking at spiders webs, digging for worms, frost on the windows, etc |  |  |  |  |
| Staff make adaptations and reasonable adjustments to ensure all children are included in outdoor play |  |  |  |  |
| Open ended learning is promoted, and children are encouraged to problem solve and test out their ideas through trial and error |  |  |  |  |
| Adults promote children’s thinking and problem-solving skills by challenges in the outdoor area |  |  |  |  |
| Children are actively encouraged and given time to explain their problem solving and creative thinking to adults and children |  |  |  |  |
| Children’s interests and fascinations are followed up |  |  |  |  |

| **Enabling Environment** | | | | |
| --- | --- | --- | --- | --- |
| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| All children access the outdoor area everyday |  |  |  |  |
| Where possible children have free flow access to the outdoor environment |  |  |  |  |
| Children have appropriate clothing for outdoor learning |  |  |  |  |
| Babies and toddlers have access to a designated outdoor area |  |  |  |  |
| Practitioners ensure there are sufficient resources to reduce conflict as they recognise not all children are developmentally able to share |  |  |  |  |
| Staff plan for a range of outdoor opportunities and experiences including:  - Natural, found, open ended resources – logs, branches, shells,  - Loose parts play – guttering / tyres / crates  - Construction - bricks  - Role play / deconstructed role play - fabrics  - Small world play  - Mark making – rollers / spray bottles / paint brushes  - Books – fiction and non-fiction  - Exploration and investigation  - Water play / water wall  - Sand play / compost / gravel  - Malleable materials, inc clay  - Creativity / performance area / music  - Den building  - Mud kitchen  - Exploration and Investigation – magnifying glasses / binoculars  - Washing line  - Wheeled toys inc bikes, trikes, wheelbarrows, push chairs  - Pulleys  - Tinker shed / area  - Transient art |  |  |  |  |
| Staff provide a range of outdoor spaces including:  - Seating area  - Planting area  - Quiet area  - Climbing  - Area for ride on vehicles  - Shade  - Shelter  - Variety of surfaces and textures  - Clearly zoned areas |  |  |  |  |

| **Improvement priorities** | **Agreed support** | **Timescale (from – to)** | **Success criteria** | **Evaluation** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |