



## Reflections ...

- Are there enough quiet, withdrawal spaces? Are they working?
- Are there opportunities for children to collaborate and build social skills?
- Are children able to interact with natural elements?
- What type of sensory engagement opportunities are there?
- Are there opportunities for children to move in different ways on different surfaces?
- Are there meaningful opportunities for children to build competence and confidence?
- How does the natural outdoor environment enable children to devise and 'solve' their own challenges?
- Are there different gradients in the outdoor space to enable children to improve balance and gross motor skills?
- How do adults support and extend play and learning best?
- How does the provision support schematic play and play types?

## Observations, Thoughts & Feelings ...

- Children engaged in purposeful child-initiated play. High levels of engagement.
- Children able to make their own choices and decisions about what they want to do, where and with what. They exude independence.
- Children are naturally collaborative. There are lots of opportunities for children to develop and demonstrate the characteristics of effective learning.
- Children are confident and keen to talk to adults and share what they are learning. They draw on prior knowledge and skills from direct teaching.
- Children create their own problems to solve and challenges to face, and do this successfully, showing sustained thinking and resilience.
- Children engage in elements of risky play and are able to discover what they are capable of physically.
- Children are able to manage risk themselves and assess where risk might be.
- Children are given the freedom to be children, to be curious and explore.
- Thought and deliberateness has been put into the continuous provision outside.
- Areas / spaces are clearly defined but allow for transporting and pollination of resources.
- Thought has been put into the ways in which resources and equipment have been stored, displayed and presented. This aids independent learning.
- The outdoor provision and curriculum is progressive from nursery through to reception. All areas of learning are carefully thought about.
- Settings utilise the difference and uniqueness the outdoors presents and offers.
- Children have access to nature and sensory, first-hand experiences.
- Adults are magnetic – children are drawn to them and what they are doing.
- Adults support sustained thinking well and help to move learning on. Adults intervene effectively.
- Adults support language and vocabulary development well with quality interactions that reinforce ambitious vocabulary introduced through direct teaching.
- Physical development is supported well with daily opportunities for children to develop their gross motor, balance, core strength, upper strength, joint muscles etc.
- Resources support exploration of schemas on a much larger scale.

