

How good is our Early Learning and Childcare

References to Outdoor Learning

1.2 Children leading learning

Children are consistently encouraged to choose and lead interactions in their own learning in play and in real-life contexts. They are becoming increasingly confident in interacting with others, discussing possibilities and reasoning out answers to a self-satisfying conclusion within an exciting range of indoor and outdoor learning experiences. Page 14

1.5 Management of resources and environment for learning

We effectively use the community and indoor and outdoor spaces to maximise high-quality learning. There are well-appointed areas for children to engage in energetic activities inside and out, and for them to safely rest and sleep. Page 20

Features of highly effective practice:

All available resources (including digital learning resources) are used effectively to create and sustain effective indoor and outdoor learning environments. Page 21

2.1 Safeguarding and child protection

Features of highly effective practice:

There are risk assessments in place within settings taking account of individual circumstances. Risk assessments are carried out and recorded appropriately including for all outings. Page 24

2.2 Curriculum

This indicator highlights the importance of placing the needs of children at the centre of curriculum design and development. It focuses on the importance of offering children rich and exciting play and learning opportunities, indoors, outdoors and within their community. Page 25

Pedagogy and play

Children are provided with rich, relevant experiences to enhance their play and practise skills, explore the world around them and develop knowledge and understanding in their own way and in their own time. We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors. Page 26

2.3 Learning, teaching and assessment

Learning and engagement

They are highly motivated and fully engaged by the range of rich, challenging experiences and opportunities that are on offer both indoors and outdoors. Page 28

2.4 Universal support

We ensure our babies, toddlers and young children benefit from exploration and engagement with natural materials including daily encounters with nature and learning outdoors. Page 30

3.3 Developing creativity and skills for life and learning

We ensure that children access open-ended play materials to extend their creativity and thinking. Our indoor and outdoor learning environments and engagement with the natural world offer regular high quality experiences that enable children to explore ideas and materials and to use their imagination freely. Page 45

Appendix 2: Glossary of Terms

Outdoor learning is an approach to learning that is integral to the curriculum. It takes place in a range of contexts such as the grounds of the setting, the local area and day trips. Its purposes include health and wellbeing, encouraging investigation and exploration, physical activity and personal and social development. Page 51

There are many further references throughout the document which are redolent of outdoor learning e.g. motivating contexts for learning, etc.