

# Learning Environment Audit

Any actions identified should feed into the setting improvement plan.

Indoor Environment	Yes	Partly	No	Evidence, Comments and Actions
Is the room bright, well organised and inviting to walk into? (Think about what is set at child height)				
Is there clear evidence of an effective Continuous Provision Curriculum? e.g. Role play Writing Wall Clay Playdough making Loose Parts Play Construction Gardening Baking / cooking Glue Table Story telling Sensory play				

Is the room organised in ways that promote opportunities for children to talk and develop their communication skills? e.g. cosy corners / quiet areas / rich and varied activities				
Are the resources accessible to children, clearly defined and labelled with words and pictures. Do children access authentic and real objects?				
Are resources age/stage appropriate?				
Are resources of good quality? Authentic, real objects and natural resources.				
Is there a wide range of activities including natural, sensory and messy play?				
Are real life authentic resources (recycled and reclaimed) used wherever possible?				
Do the resources reflect all families and their cultural backgrounds? Are home language resources made visible within the environment?				
Do displays include printed and handwritten titles, captions, photographs, children's own work and the child's voice? E.g. The Learning Wall  Do they celebrate children's achievements? Are they at 'child height'?				

Are there interactive displays/areas which promote further exploration and promote new thinking and language development?				
Can children display their own work as appropriate? e.g. On the Learning Walls or Floor Books				
Can children access resources independently?  Are children free and able to transport equipment to combine with other resources to further their learning?				
Do practitioners support children in using areas and equipment independently, purposefully, safely and appropriately? For example, the glue table, tinkering table, playdough making station.				
How do practitioners monitor areas and support and enhance purposeful play?  Do staff identify when resources need to be added or taken away to stimulate purposeful play?				
Are there areas for children to relax?  Are there quiet areas for children to engage in conversation?				
Are visual resources available to promote talk about emotions and feelings?				

Have resources been identified to meet the specific needs of vulnerable groups? (e.g. EYPP, SEND premium, High needs, Two year funding)				
How do leaders monitor the effectiveness of the continuous provision curriculum to evaluate how it is accessed and used?				
<b>Outdoor Environment</b>	<b>Yes</b>	<b>Partly</b>	<b>No</b>	<b>Evidence, Comments and Actions</b>
Do children have the opportunity to access the outdoor area for extended periods of time each day in all weathers?				
Does the outdoor area complement, (rather than duplicate) indoor experiences?				
Is the area well organised, inviting and does it challenge and extend children's learning?				
Are there opportunities for children to become involved in physical play? How well are children supported to develop their upper body and core strength, balance and coordination?				
Do children have the opportunity to explore natural materials and objects with a variety of different textures? e.g.				

Mud kitchen Sand and water play (not necessarily in a tray) Writing with sticks Making rose petal perfume / Potion Making				
Do children have the opportunity to investigate the natural environment? e.g. Growing and planting, Investigating mini beasts Seasonal changes Sounds in the environment Investigating, exploring and researching				
Are there opportunities for children to work on a large scale and develop their imaginations e.g. den building?				
Can children access and return resources independently?				
Are there relevant signs around the environment displaying meaningful print using natural resources?				
Is there equipment of a variety of sizes to promote physical skills like throwing, catching etc?				
Is there a variety of good quality equipment to promote mark making on both a large and small scale?				
Have resources been identified and bought to meet the specific needs of vulnerable children? (e.g. EYPP, SEND premium, High needs, Two year funding)				

Does outdoor planning offer breadth and depth across all 7 areas of learning?				
How do you monitor areas to ensure purposeful play?  Can staff identify when resources need to be added or taken away to stimulate purposeful play?				
How do leaders monitor the effectiveness of the continuous provision curriculum outdoors to evaluate how it is accessed and used?				
Do the experiences and activities that are planned maximise opportunities for learning?				