

Appendix 3 – Analysing the Physical Environment

Reflection upon these questions offers the opportunity to take a fresh look at the environment and consider whether it actively supports the development of positive behaviour.

Quality Area	Questions for reflection	Tick	Further action required	Comments
5.1.1	<p>Do children and families feel like they belong?</p> <ul style="list-style-type: none"> • The environment is warm, welcoming and respectful of others. • Documentation affirms to children the importance of their contribution and their efforts, supporting the development of a healthy self-concept. • Thoughtful displays of children's work encourage a sense of belonging and respect. 			
3.2	<p>Are children's interests encouraged and provided for?</p> <ul style="list-style-type: none"> • The environment engages children in each area of the curriculum through the establishment of learning centres. • Materials are carefully organised to engage children's interest and provoke their thinking. • Resources and materials are changed and extended in response to children's responses and interests. 			

Appendix 3 – Analysing the Physical Environment



Children's Services
Since 1895

Quality Area	Questions for reflection	Tick	Further action required	Comments
3.2	<p>Has care and thought been given to the attractiveness and aesthetics of the setting?</p> <ul style="list-style-type: none"> • The environment provides light, fresh air and space for children to be active. • The environment is set up in a way that is appealing and interesting and engages children in constructive learning. • Rooms are well-organised with easy access to materials. • There are efficient, clearly labelled storage systems. • Areas are well-organised, clean, well-ventilated and constantly maintained. • Areas remain welcoming and attractive through frequent tidying and resetting. • Children are actively taught how to care for the environment. 			
5.1. 5.1.3	<p>Do children feel safe?</p> <ul style="list-style-type: none"> • The environment is warm, calm, predictable, and free of fear, violence and stress. • Programs and routines are consistent and predictable to enable children to feel secure and relaxed. • Children are greeted warmly on arrival at the centre and can easily find their main 'attachment figure'. • Supportive adults are accessible to children throughout their day. • Predictable routines help children understand the expectations of the environment. 			

Appendix 3 – Analysing the Physical Environment



Children's Services
Since 1895

Quality Area	Questions for reflection	Tick	Further action required	Comments
3.1.3 3.2 3.2.2	<p>Are children able to easily find and access the things they need to explore and engage within the environment?</p> <ul style="list-style-type: none"> • Materials are carefully organised to engage children's interest. • Learning centres are designed and set up to encourage interactions and friendships. • There is a range of activities and materials for children to engage with. • The environment remains consistent and predictable. 			
1.1.5 3.2.2	<p>Does the environment provide visual cues for children in regards to expectations?</p> <ul style="list-style-type: none"> • In terms of promoting children's positive behaviour, is there visual documentation of experiences that: • Guide children in participating independently in a range of learning centres • Model and reinforce values, attitudes and expectations that are part of the environment • Guide children in participating independently in a range of learning centres • Encourage children to try new things because they can see others doing them in photo displays • Visually reinforce the purpose of each learning centre and the appropriate use of materials. 			
1.1 1.2	<p>Are children seen as capable?</p> <ul style="list-style-type: none"> • Visual records of children's accomplishments are displayed so that they can feel capable and competent. • Documentation shows a sequence of the child's learning process. 			

Appendix 3 – Analysing the Physical Environment



Children's Services
Since 1895

Quality Area	Questions for reflection	Tick	Further action required	Comments
3.1.1 3.1.3	<p>Are adult needs catered for in the physical environment?</p> <ul style="list-style-type: none"> • There is space for private consultation for adults. • There is easy access to necessary information, appropriate people and resources. • Adult-sized furniture is available in both child areas and non-child areas. • Adults have their own space for securely storing belongings. 			
3.2	<p>Does the environment allow for choices?</p> <ul style="list-style-type: none"> • Access to materials allows children to work and play independently or with others. • There is a balance of quiet and busy activities. • Equipment and resources are available for the children to use throughout the day. • Uninterrupted time is provided to allow children to complete activities and experiences. • There are quiet, comfortable places for children to spend time alone. 			
3.3.1	<p>Are children provided with opportunities to be outdoors as much as indoors?</p> <ul style="list-style-type: none"> • Equal consideration in planning and accessing both indoor and outdoor environments is given. • Outdoor areas provide children with access to the natural environment. • The physical environment provides access throughout the day to natural materials such as sand, dirt, leaves, rock, water, bark, and filtered light through trees. 			