

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	Do children and families feel like they belong? <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	Are children's interests encouraged and provided for? <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. 			

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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. 			

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3.1.3 3.2 3.2.2	Are children able to easily find and access the things they need to explore and engage within the environment? <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	Does the environment provide visual cues for children in regards to expectations? <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	Are children seen as capable? <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. 			

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3.1.1 3.1.3	Are adult needs catered for in the physical environment? <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	Does the environment allow for choices? <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	Are children provided with opportunities to be outdoors as much as indoors? <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. 			