Bristol Standard discussion group

Dimension 4. The Physical Environment

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Use these notes following the group discussions to look deeper into your practice. Think about

How does this relate to your practice?

What evidence have you got to portray your identified strengths?

Link :

The Bristol Standard | Bristol Early Years

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

Safeguarding for Childminders | Bristol Early Years

Observation, Assessment and Planning (OAP) Templates for Childminders | Bristol Early Years

STRENGTHS

How does our environment reflect our understanding of how children learn and develop?

- Gives them a blank canvas but also something to engage with.
- Holistic rather than divided into areas
- Putting ideas prompts to give children ideas.
- Using the environment to promote the areas of learning
- Having pictures and words on baskets to enable children to have autonomy.
- Different languages on boxes.
- Steps for older children to reach the top shelves – independence.
- Storage ensures that resources are accessible.
- Thinking about the needs of babies and having a space for them to access.
- Sensory materials for children who can have sensorial experiences.
- Sand timers for turn taking.
- Setting expectations for different areas of the environments.

How do we enrich and vary our whole learning environment? How do we maintain our environment so that it's inviting and exciting whilst retaining familiarity and security for children?

- Access resources independently and holistically
- Having an environment that's open ended and accessible
- Resources that can be accessible to all and can be explored in different ways.
- Change the environment being responsive to children's interests – in the moment.
- Having the environment as a blank canvas.
- Spaces are constant to provide familiarity and security.
- Putting resources away in the same place.
- Certain resources stay in the same place but some things, like books are changed.
- Change resources every so often and don't have any prescribed ways of using them.
- Having resources readily available.

How does our environment challenge children to learn from their experiences whilst balancing risk taking with safety concerns?

- Providing space for children to cruise.
- Resources that can be accessible to all and can be explored in different ways.
- Having an awareness of child development and what they need.
- Balancing risk
- Thinking about the characteristics of effective learning.
- Provide opportunities for climbing and using different areas but thinking about surfaces and risk assess, providing children with freedom.
- Encouraging children to be mindful of the younger children.
- Encouraging a positive disposition.

How do our resources encourage open-ended, multi-sensory exploration?

- Having multi-sensory and open-ended resources
- Deconstructed role play so that the children can use it in multiple ways
- Not set up specifically but to have provocations for them.
- Changing the outdoor area to encourage them to make their own areas.
- Open ended activities so that children can use their own ideas.
- Small tyres from the go cart centre near Rajani's.
- Setting expectations of the environment to challenge themselves.
- Guttering from B&Q
- Tough trays for open ended play and learning.
- Building blocks for block play – house building, roads.
- Multi-sensory baskets.

How do we manage our space to allow for both boisterous and quieter play, including time alone?

- Trying to keep sedate and cerebral inside but more boisterous play outside.
- Having inside and outside voices.
- Think about how our bodies feel and which environment supports how they're feeling.
- Neutral décor for inside.
- Supporting children to ensure that children's individual space is respected.

What can children do differently outside in our setting?

- Using the outside environment to provide a different perspective.
- Ensure there are the right clothes for the environment.
- Bigger stuff – stacking, making big sculptures
- Providing freedom for risky play
- Larger scale to develop gross motor skills

How do we support children's understanding of recycling and environment awareness?

- We watch the recycling team each week which promotes understanding.
- Food waste at the end of each meal helps to embed an understanding.
- Repurposed/recycled resources – pots and pans etc
- Compost bins for food waste.
- Connecting with families to involve them in promoting an understanding of recycling and environmental awareness.
- Modelling

- Talk about respecting our environment – not wasting paper for example.
- Encouraging an awareness.

How do we make sure our whole environment is inclusive and flexible to meet the needs of all?

- Resources that can be accessible to all and can be explored in different ways.
- Having an awareness of child development and what they need.

How do we promote physical activity for all?

- Provide opportunities for climbing and using different areas but thinking about surfaces and risk assess, providing children with freedom.

How do we support families to understand the importance of outdoor play for improving long term health benefits?

- Talking to families about what we are doing. – Seeing the photos encouraged them to think about the benefits of what we do and why.
- Sharing experiences with parents encourages them to do the same.
- Encouraging parents to use the park
- Gave children a challenge sheet to use with their families – walk around harbour etc.

How does our environment value the emotional health and well being of all the staff?

- Having space for you.
- Have time at the end of the day but after that try to switch off.
- Make a space which doesn't have work resources – removing stuff at the end of the day.
- Being aware of the other person, giving the person a chance to get away from pressured situations.
- Separate groups of children to think about the emotional responses of children.
- Cosy spaces.
- Have an area of the house which is child free.
- Access childminder groups and seek support from childminding colleagues.
- Exercise
- Making sure that we eat with the children rather than grazing through the afternoon. This has boosted our energy levels.

Targets:

1. Find a space for a quiet area
2. Involve the children in recycling and repurposing.
3. Tidying up the outside space
4. For the babies to be able to access and reach resources outside – making it
5. To do more edible planting with the children and linking this with sustainability and also involving the families.
6. To use saucepans, microwave etc in the garden.

Benefits:

1. The children will benefit from a safe space and respecting each other's individual space, recognising the need for self-regulation.
2. The children will benefit from better understanding for the children of the need for recycling, sharing their knowledge with their families and making them feel valued and empowering the children.
3. The children will benefit from being more independent and encouraging their gross motor skills, dragging heavy objects
4. To encourage their independence, providing more choice, access to more open-ended resources and loose parts.