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

Early years child development training : About training (education.gov.uk)

STRENGTHS

Questions from 6th Edition

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

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?

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

- Pumpkin activity – hammering pegs/golf teas into the pumpkins with real hammers – extended with real logs and nails. The children were encouraged to respect the risks taken.
- Tyres from the go-cart centre
- Guttering
- Tree surgeons will give wood chippings.
- Sticks are great!
- Sawn tree trunks for stepping on, different heights.
- Loose decking planks for balance and navigation. Danger beam!
- Looking on marketplace and Gumtree for resources.
- Making mud kitchen from old decking.

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

- Loose parts
- Stackable chairs and go-cart tyres to make buses etc.
- Thinking outside of the box and keeping things to use – shower hose.
- Children able to use their own creativity and observe and see how this can be extended.
- Chairs to use as a bus, train.
- Never throw away a cardboard box!!

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

COSY SPACES

- Let the children adapt the space themselves to suit their needs.
- Provide space for children to have time to themselves.
- Keeping the setting fresh and change things around.
- Books and blankets on the sofa – space for calm and quiet. The children understand the expectations of the need for quiet space.
- Adapt to suit the needs of the children.

What can children do differently outside in our setting?

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

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

- Ensure there is space for children to practice walking.
- Have strategies for ensuring resources are kept hygienic and for children who mouth toys.
- Having specific toys for children's individual needs.
- Shelves built enabling children to self-select resources.
- Boxes labelled to encourage independence.

How do we promote physical activity for all?

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

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

- Using children's nap time to catch up on jobs, emotional refuelling.
- Make the most of childminding support groups at the children centre, getting support from colleagues.
- Opportunities to have a break while children are napping.
- For non-sleepers have a quiet time, just to reduce the volume in the environment.
- Opportunities for older children to do Lego etc in quiet time.
- TV time.
- Cosmic Yoga.

Conversation Starters from the revised Framework, 7th Edition

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

- **C&L**
- Supporting children with c&l – going back to basics, putting things in place that will encourage language – role play.
- Try not to question children too much.
- Build on children's interests which opens up opportunities to encourage speech and language.
- Free play encourages conversations amongst themselves.
- Use mealtimes as opportunities for children to have conversations amongst themselves. Lays foundations for promoting conversations at mealtimes with families.
- Circle times – story sacks and props – one to one interactions
- Remembering that communication doesn't necessarily mean language and speech.
- **PSE**
- Encouraging children to think of others and share their experiences.
- Supporting SEND children, ensuring the environment is inclusive.
- Building trust with the children.
- Building safe relationships with adults and children in the setting.
- Magnetic couch link https://www.kickstarter.com/projects/bassbassols/magnus-the-magnetic-play-couch

How do you make sure your whole environment is inclusive and meets the needs of all?

Audit your physical environment through the eyes of a child. Get down on their level and view it from their perspective, is there anything you would change? Is it accessible to all children?

Consider your transitional spaces between indoors and outdoors and the learning opportunities available?

Consider how your setting's emotional and physical environments impact on children's outcomes in learning.

Think about how you plan your environment so that it is inviting and exciting whilst retaining familiarity and security for children whilst promoting good health and well-being.

How are children involved in this?

- Encourage children to explore growing and preparing healthy food.
- Use the garden space to grow vegetables and fruit – fruit bushes, tomatoes.
- Planters for herbs.
- Home cook meals and prepared a recipe book to share with parents of recipes that their children enjoy at the setting.

Discuss your knowledge regarding physical development and its crucial impact on brain development.

How does your environment support this?

In what ways can your environment support families to understand the importance of outdoor play for improving long term health benefits?

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

How does your environment encourage children to explore growing and preparing healthy foods?

- Section of the garden dedicated to the childminding setting for growing.
- Hartcliffe Farm from Spring until Autumn will enable settings to go and help with watering and growing activities.
- Picking apples in the environment (with permission)
- Growing food from seed and then eating the results.
- Planting pumpkins used them for activities and cooking – only needed a small bit of land.
- Neighbours with chickens – collecting eggs and stroking chickens.

Think about the loose parts in your setting and how your resources encourage open ended, multi-sensory exploration.

- Stackable chairs and go-cart tyres to make buses etc.
- Thinking outside of the box and keeping things to use – shower hose.
- Children able to use their own creativity and observe and see how this can be extended.
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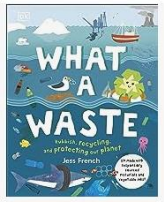
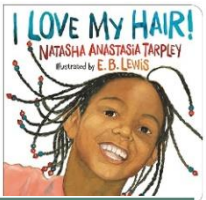
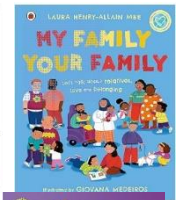
In what ways do you support children's understanding of recycling, sustainability and environmental awareness?

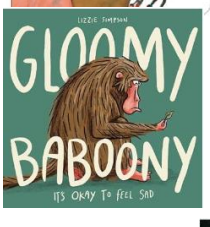
- Recycling for play – old pots and pans.
- Part of our routine – scraping leftovers into brown bin after meals.
- Sorting recycling.
- Asking parents to provide recycling for junk modelling etc.
- Lidl toy recycling truck.
- Leftovers for the rabbit 😊.
- What A Waste: Rubbish, Recycling, and Protecting our Planet (Protect the Planet) : French, Jess: Amazon.co.uk: Books

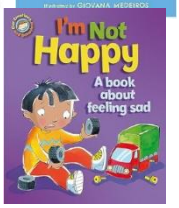


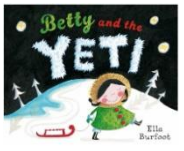
Consider how your setting celebrates children's families, cultures and beliefs throughout your physical environment.











- I Love My Hair! : Tarpley, Natasha A, Lewis, E. B.: Amazon.co.uk: Books
- My Family, Your Family: Let's talk about relatives, love and belonging: Amazon.co.uk: Henry-Allain MBE, Laura, Medeiros, Giovana: 9780241610480: Books
- Our Emotions and Behaviour: I'm Not Happy - A book about feeling sad : Graves, Sue, Guicciardini, Desideria: Amazon.co.uk: Books
- Gloomy Baboony: It's okay to feel sad: Amazon.co.uk: 9781838393908: Books
- Betty and the Yeti: Amazon.co.uk: Burfoot, Ella: 9780330511179: Books
- Learn key phrases in the child's home language.
- Dual language books.
- Brown Bear, Brown Bear is available in a wide variety of languages.
- Role play – introducing children to a diverse range of cultures.
- Asking parents about their culture and items that are an important part of their lives.
- Using a laminator to protect pictures and display them on blocks to make figures.
- Building relationships with parents to encourage them to share their cultures. Helps them to feel valued and respected.

- An opportunity to bring what's important to them into the setting.

Identify a learning priority in your setting – how would you create a supportive physical and emotional environment?

- Provide opportunities for children to have areas that they can go to if they need quiet time.
- Children know that they come to you and share their emotions/feelings.
- Supporting children to know how to manage the boundaries in the setting.
- Making changes – toned down to more neutral colours and natural materials and noticed how much calmer and emotionally ready the children.
- Name peg, within reach, which is theirs – helping their sense of belonging.
- Reducing the number of toys – less is more – rotating toys – calmer environment. Staple things/continuous provision always available.
- Toning down the environment, don't have fake toy food – use corks etc.
- Glued bottles of coloured water for role play.
- Each child has a draw with their name and a picture, which holds their belongings.
- A self-registration strip, with Velcroed photos.

Targets:

1. Recipe book to share with parents.
2. Self-registration strip - children will benefit from a sense of belonging.
3. I would like to take use of using more recycled materials with sensory play, learnt about some great new books of good use. Children would have an increased awareness of recycling.
4. Thinking about how we could reuse materials, flattening out boxes.
5. Thinking about the children's emotional well-being and how the children can feel supported.
6. Extended our range of loose parts – a trip to the Scrapstore.
7. Loose parts but keeping it simple.