# Overview audit of learning environment | Date:

| **Things to consider** | **Notes** | **Possible Developments** |
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| Is there regular, whole session free flow between indoor/outdoor areas? |  |  |
| Do all staff model and inclusive, welcoming environment where all children feel safe, secure and are supported to engage with the learning environment? |  |  |
| Are there experiences reflecting all 7 areas of learning? |  |  |
| Does the learning environment reflect individual interests and previous experiences of current children? |  |  |
| Are resources and displays accessible to all children to encourage independence? |  |  |
| Are workshops safe, clean, well-organised and easily tidied by children? |  |  |
| Are all the areas inviting, stimulating, clearly labelled with picture/print and supported by visual play prompts relevant to workshop? For example, examples of writing in mark making, or photos of buildings in construction. |  |  |
| Do adults regularly maintain and replenish resources in all workshops? |  |  |
| Is there adequate space for activities within each area and within whole environment for range of workshops provided? |  |  |
| Are children offered opportunities to work in depth over extended periods of time?Are they given uninterrupted time to explore, investigate and revisit experiences? |  |  |
| Is there a balance between adult led, adult supported and child-initiated activities?Do adult led/supported activities take place in different areas? |  |  |
| Do resources and displays reflect the community children come from and the wider world?Are current children’s cultures and languages reflected in provision? |  |  |
| Is there planning for the learning environment/continuous provision?How are children’s interests and next steps fed into this planning? |  |  |
| Are there regular opportunities for monitoring and evaluating workshops and how they are being used? |  |  |
| Are there appropriate and engaging opportunities for language, reading and early writing included across the learning environment? |  |  |