

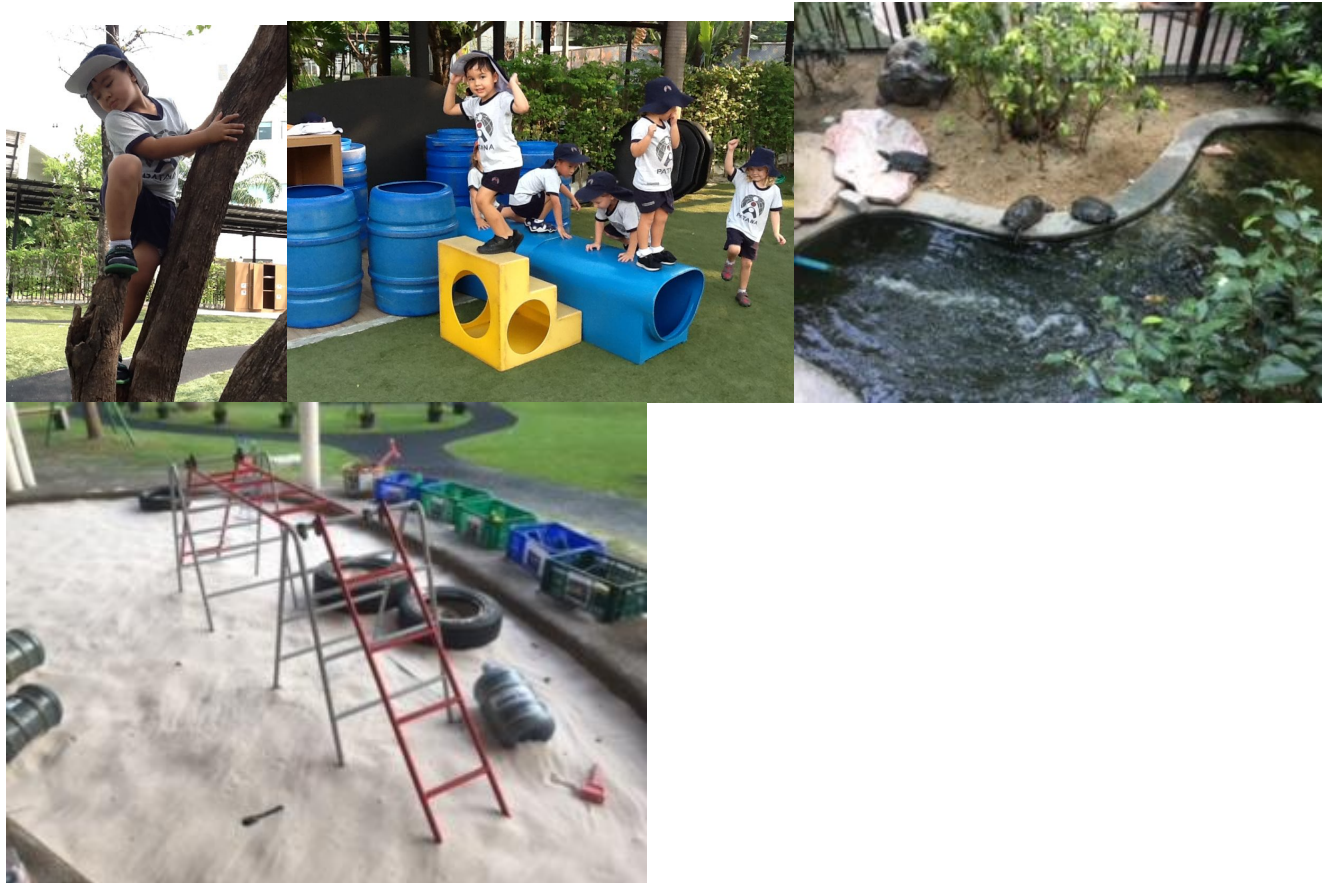
Outdoor Audit - 18<sup>th</sup> October 2018

Visions and Values

Involved in discussion: Jade, Julie, Bow, Mo

Questions/Key Elements	Possible Evidence/Resources	Zone 1 (TT and Nursery)	Zones 2 and 3 (FS1 and FS2)
<p>Do we all have a shared vision of the outdoor environment and its possibilities and the opportunities it provides for children to recognise and take risks?</p>	<p>Outdoor policy? Observations/learning walks demonstrate consistent approaches? Risk management?</p>	<p>All adults value outdoor learning. Opportunities are discussed at planning meetings to ensure needs of both TT and N aged children are catered for. Good level of risk for TT throughout the year, but will need enhancing throughout the year for the N children. Do we have an outdoor policy? If not, we should create one. Working to get parents on board on with the shared vision of staff. Would hope to see more TT carers/parents involved in outdoor learning. Staff understand the need for risk, and for the children to manage this, however we're facing obstacles from non-teaching staff/ H&amp;S. Real life risks - we need to educate the children (and parents/carers) - you can't take away mosquitos - they will always be here - however, you can teach them to manage this risk - of they see lots of mosquitos, avoid that</p>	<p>All adults value outdoor learning. This term we have trialled a small group of T's to plan outdoor opportunities on a two weekly basis.  Parents are not yet aware of our outdoor learning expectations- they do not have the same expectations as staff yet.  Staff understand the need for risk, and for the children to manage this. Real life risks - we need to educate the children (and parents/carers) - you can't take away mosquitos - they will always be here - however, you can teach them to manage this risk - of they see lots of mosquitos, avoid that area OR apply more repellent. By simply not allowing them in areas with mosquitos are we endangering them in later life? No exposure.  Do we have an outdoor policy? If not, we should create one. Can we</p>

		<p>area OR apply more repellent. By simply not allowing them in areas with mosquitos are we endangering them in later life? No exposure.</p>	<p>Speak to Year 1 about their policy? Do they have one? Does outdoor learning stop?</p>
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Do we all expect to be outside whatever the weather and do we value the learning opportunities

Outdoor policy?  
ILD entries in outdoor environment?  
Staff and children are supported with all-weather clothing?

All adults value the opportunities in different weathers but are aware that due to being in Asia, we are restricted when it comes to

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that occur in different weather conditions?

Storage available?

thunder and lightning. TT and N always have a change of clothes to allow for puddle play etc. Check with N - do they get a mix of outdoor and indoor observations?

thunder and lightning. Some children, particularly FS2 do not have a change of clothes which can restrict learning in certain situations.

Do all staff wear clothes that are conducive to good involvement and learning opportunities outside?  
Will you go into mud kitchen in a nice dress?

Do we have an outdoor policy? If not, we should create one. Can we speak to Year 1 about their policy? Do they have one? Does outdoor learning stop?



<p>Do we all value the outdoor learning areas as being at least as important as any indoor spaces?</p>	<p>Team meetings demonstrate discussions, actions, solutions? Regular systems in place e.g. staff rotas, assigned responsibilities?</p>	<p>All staff value outdoor as much as indoor.  Expectations for children are embedded.  8.30am all N go inside - how fluid is this? Is there a rota? How does it work? TT can access outdoor area the whole time - they have a designated adult so ratios aren't an issue.</p>	<p>All staff value outdoor as much as indoor. However due to huge space AND individual classrooms, the outdoor enhancements will always take a back seat. How do we combat this? Could more nature be used to help this - more plant pots, trees, bushes etc.  Expectations for children are embedded.</p>
<p>How are the children involved in setting up/putting away resources and equipment? Do adults expect children to set up, put away resources and equipment as part of everyday routines?</p>	<p>Observations? Children assigned roles and responsibilities? Observations/learning walks demonstrate consistent approaches?</p>	<p>Set up is a shared task with adults and children e.g. using the hose. This is a shared vision and understanding.  TT and N have very high expectations for tidy up - everything that is out is labelled.</p>	<p>Children encouraged to tidy up using the labels.  This term we have started to try to involve 2 classes each week in the setup of outdoor enhancements using enhancement boxes for speed.</p>



How do we work with parents to help them understand the importance and value of outdoor play and learning?

Policies?  
 Newsletters?  
 Outdoor workshops?  
 Induction?  
 Photo booklets/displays?  
 Stay and play outdoors sessions?

Soft start in N encourages outdoor play until 7.40am. Cubbies are outside so there is no need to go inside after 7.40am. Lots of modelling from T's and AT's during this soft start time. Lots of talk with the parents and carers during this time.  
 Last year there were speech bubbles etc. to help prompt adults

Soft start in FS1/2 encourages outdoor play until 7.40am. Cubbies are inside so there is a need to go inside after 7.40am. Then some children choose to stay in.  
 Welcome/induction meeting - how much do we talk about it?

		<p>within the environment with ways to support outdoor learning across all areas - can we reintroduce those?  Welcome/induction meeting - how much do we talk about it?</p> <p>Can we think about a stay and play morning? Higher adult ratios help to support good talk and development of ideas.</p> <p>Different understanding/perception of respect for nature. Fear of mosquitos and disease from mud etc. Can we support parents/carers to change their view on this? How can we address this genuine worry? Do nannies/carers insist on handwashing at home? Is this something we need to educate parents/carers on?</p>	<p>Independent learners workshops - one for parents and one for nannies - how much of this is focussed on outdoor learning? - Nursery parents are invited to this.</p> <p>Can we think about a stay and play morning? Higher adult ratios help to support good talk and development of ideas.</p> <p>Different understanding/perception of respect for nature. Fear of mosquitos and disease from mud etc. Can we support parents/carers to change their view on this? How can we address this genuine worry? Do nannies/carers insist on handwashing at home? Is this something we need to educate parents/carers on?</p> <p>LOTS of information shared on PD blog.</p> <p>Had our open morning for Phonics in the outdoor environment only (17/18 year).</p>

## Wake Up, Shake Up!



Jade Barclay  
Monday 25 Feb 2019 08:00

Welcome back!

We started the week off SUPERBLY this morning, with an amazing action song, 'The Animal Boogie.' THANK YOU so much to all those who joined in, and we can't wait to have more of you lovely parents and carers join us each morning. We will use the same action song all week, and here it is below to help you feel more confident to join in and model the actions to your children too.



## Indoor Energy Burners!



Jade Barclay  
Friday 18 Jan 2019

2 weeks in to the new year and it has been wonderful to see how much the children have matured and grown over the holidays. Term 2 is always SOO exciting as we really start to see the learning blossom with a fresh boost of energy!

Unfortunately, the poor air quality has meant that we have had to spend more time indoors than we would usually like. I thought it would be useful to share some ideas of ways to keep your little learners active and engaged if you're stuck inside over the weekend!

- † Throw soft balls (or soft toys) into a bucket and vary the distance to make it trickier!
- † Play musical chairs, musical statues or musical bumps.
- † Follow-the-leader... Can you add in different types of movement and balances?
- † Make an obstacle course.
- † Play heads and shoulders, knees and toes... can you change the words to include different body parts? Can you try it in a different language?
- † Act out one of your child's favourite story books.
- † Ten pin bowling using recyclable bottles or cartons.



How do we support parents/carers with ideas for things to do and places to go?

Information folders/leaflets?  
Visits and trips?  
Local community?  
Shared projects?


We don't really do this... lots of the parents/carers are on the BAMBI Facebook group etc. which shares ideas. Should we offer this information? Could we collect info and leaflets to leave in parent rooms?

We do share information and ideas, of how parents/carers to be actively involved in their child's learning at home, rather than taking them to another structured class. We're encouraging simple unstructured opportunities at home.

How do we find out what skills our parents have that could be put to good use in the outdoors?

Newsletters?  
Questionnaires?  
Information packs?  
Induction packs?

Parents can sign up with a talent/expertise? Are these slips sent out at the beginning of the year? Where is this info stored?  
We do try to use staff within school that we know of, to come and spend some time with our children. Growing link with secondary students - can we look for DoE, Geography children etc. who are passionate about this?

		<p>Can we invite some parents to take some responsibility during soft start etc.?</p> <p>Last year we had the secondary sports leaders join us for term 3. Could a group of students come one day per week to support with soft start and set up?</p>	
	<div data-bbox="640 328 1581 499" style="border: 1px solid #f4a460; padding: 10px; margin-bottom: 10px;">  We <b>WOULD</b> love to see some photographs of your children's healthy choices over the holidays. <b>PLEASE</b> send them to Miss Jade at <a href="mailto:JABC@patana.ac.th">JABC@patana.ac.th</a> </div> <p>We will be having a big focus on healthy living during the next half term and would love your support. If you, your family members, neighbours, friends have any special talents that they would be able to share with our lovely learners, <b>PLEASE PLEASE PLEASE</b> get in touch! We would love to invite special guests in to support our learning environment :-). We're looking for... coaches... doctors... nurses... chefs... nutritionists/dietitians... <b>WE NEED YOU!</b></p> <p>Have a wonderful half term break, and I look forward to hearing from you :-)</p>		
<p>Are children's/parent's voices reflected in our planning?</p>	<p>Planning documents? Annotated photo displays? Evaluations?</p>	<p>Yes, children's absolutely!</p>	<p>Not at the moment.</p>