

Enabling Environments

The environment plays a key role in supporting and extending children’s learning and development.. ‘[Enabling environments](#)’ includes the indoor and outdoor environments, both of which are flexible and adapt to meet the “physical, emotional and learning needs of all babies and children under three” (Lindon J, What does it mean to be two? pg5)

Two year olds need an environment which is irresistible, that provides [meaningful choices](#) and a safe, [secure base](#) to explore from.

Do you provide sensory opportunities for all children throughout the day?

Are [heuristic](#) play resources regularly and freely available?



A consistent routine and a familiar environment are crucial for two years olds. Therefore when changes are made, they need to be handled sensitively and made for the benefit of the children.

Do you keep some consistency in the layout of your environment, whilst still allowing for change as and when appropriate?

Does everyone follow children’s ideas and let them take the lead?

Two year olds benefit from independent access to resources and additional materials – this also allows for the child’s voice within your setting.

Do you provide accessible storage for children’s possessions?

Can children access a wide range of resources independently?





Challenging indoor and outdoor opportunities extend children's learning.

Are your indoor and outdoor environments conducive to learning i.e. do you consider noise, light, space and access?

Is your outdoor environment as effectively planned as your indoor environment?

Do you have access to natural spaces for children to explore?

Transition should be effectively planned for throughout the year.

What systems do you have in place for transitions throughout the year?

Regular use and contribution to the local community and environment enriches learning experiences.

Do you regularly use facilities available within your local community i.e. the park, the library, your local Children's Centre? When is the last time children experienced 'off-site' learning?



Planning for all children, including those aged two, should focus on individual children's needs, interest and next steps, rather than a group 'theme' or 'topic'.

What systems do you use to review and update children's interests and individual needs? How regularly is this done? Do they include parents / carers / other professionals?

Do you use children's interests and next steps to inform planning / learning environments?