

## Supporting Communication in the Environment (with reference to Early Learning Consultancy version)

Also consider adult /child interactions and partnership working

Areas to reflect on	Working well	Need to develop	Next steps to develop your practice
Resources (indoors & outdoors) are <ul style="list-style-type: none"> <li>• stimulating</li> <li>• age/stage appropriate</li> <li>• easily accessible by children (eye level &amp; labelled)</li> <li>• support children’s interests</li> </ul>			
A rich range of natural open ended, materials are provided (indoors & outdoors)			
Children can combine resources from different areas to support their play (indoors & outdoors)			
Quiet, calm spaces are available for children to relax, have conversations/ interactions or share a book <ul style="list-style-type: none"> <li>• by themselves</li> <li>• in small group</li> <li>• indoors &amp; outdoors</li> </ul>			
Background noise is kept to a minimum (e.g. from constant CD/DVDs , practitioners being mindful of appropriate noise levels)			
The environment (indoors & outdoors) supports attention & concentration through <ul style="list-style-type: none"> <li>• the use of soft, neutral colours</li> <li>• different textures</li> <li>• being ‘clutter free’</li> <li>• use of space to create ‘areas/ zones’</li> <li>• maximising on natural sunlight</li> </ul>			
The environment is viewed through the ‘eyes of child’ Reflect on what it looks, feels & sounds like for the child			
Songs & stories are <ul style="list-style-type: none"> <li>• enhanced by multi sensory props – <i>puppets, toys, choice boards, actions</i></li> <li>• offered in small groups</li> <li>• offered daily in different contexts</li> </ul>			
Visual aids support communication development in the setting			
A multi-sensory approach to learning is part of everyday practice & routines e.g. using real objects, a range of sensory experiences			
Displays <ul style="list-style-type: none"> <li>• are interactive for children &amp; at their level</li> <li>• avoids being overly ‘busy’ &amp; distracting</li> </ul>			