








• Area	Top Tips	Adult Role	Reflective Questions	Please ...
<p data-bbox="91 268 376 448">Home Corner- outside-mud kitchen area /den building</p> 	<ul style="list-style-type: none"> • This area should always be available within the setting • Real props should be used where possible • Open-ended and natural resources should be used to supplement play • Thought should be given to the amount of resources available to ensure tidying is manageable by the children • There should be areas to cook, wash up, eat, sleep and sit • Use props to give a homely feel to the area, e.g. real pots and pans, mirror, ornaments, plants, crockery and cutlery (equal number for 1-1 correspondence) • Literacy props – paper and pens/pencils, a variety of books, e.g. recipe books, phone books, chalk memo boards • Numeracy props – diaries, calendars, calculators, two telephones, real money, scales, clocks 	<ul style="list-style-type: none"> • Observe children at play and providing sensitive support if necessary • Extending play by adding resources as appropriate 	<ul style="list-style-type: none"> • How do the available resources reflect the children’s current interest? • How can the resources be changed to reflect the children’s home circumstances? • What kind of atmosphere are you creating in the home corner? • What will the children be learning - particularly health and wellbeing skills? • Do you have a range of resources to support diversity and gender? 	<p data-bbox="1809 252 2175 400">.....avoid going into the home corner unless invited but if you are given a play cue please respond.</p> <p data-bbox="1809 448 2175 560">Or be close by listening and watching the children’s play sensitivity.</p> <p data-bbox="1809 608 2175 719">Allow for children to use other areas of the setting to support their play.</p> <p data-bbox="1809 767 2175 911">Encourage children to put things back where they belong after they have played with something.</p>

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<div data-bbox="53 328 394 395" style="border: 1px solid black; padding: 5px; text-align: center;">Dressing Up</div> 	<ul style="list-style-type: none"> • Non-specific materials should be used rather than commercially produced outfits • Provide lengths of materials for open-ended play • Use real items, e.g. handbags, purses, hats, shoes, kilt, sporran, waistcoat...work related items and real resources • Ensure items are well organised and cleaned regularly • Provide a mirror 	<ul style="list-style-type: none"> • Ensure materials are washed regularly • Where possible, link dressing up materials to the current interest • Ensure there's sufficient variety to meet the children's needs and interests 	<ul style="list-style-type: none"> • How could your dressing up area reflect the changing interests and cultural/community events? • How can children's independence and self-help skills be developed through dressing up? 	<p>.....avoid having too much choice for the children.</p> <p>Present items attractively and assessable for children and easily put away. Eg loop for hanging on a hook</p>
<div data-bbox="53 826 394 938" style="border: 1px solid black; padding: 5px; text-align: center;">Role Play-inside and outside</div> 	<ul style="list-style-type: none"> • This area should be in addition to, not in place of a home corner. • This area could be located outdoors as well as indoors if space allows. • This area should reflect the current children's interest • Literacy and numeracy props – paper and pens/pencils, a variety of books, e.g. recipe books, phone books, chalk memo boards, money, bills, calculator, • Use open ended props such as scarves and materials to foster creativity and imagination. 	<ul style="list-style-type: none"> • Observe children at play and providing sensitive support if necessary. • Extend play by adding resources as appropriate. 	<ul style="list-style-type: none"> • How can children be involved in planning the area? • How does role play support learning around the current interest? 	<p>.....avoid keeping the role play area the same after the interest has changed.</p>

Area	Top Tips	Adult Role	Reflective Questions	Please ...
<div data-bbox="67 263 414 414" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Writing/Mark Making Outdoors and Indoors</p> </div> <div data-bbox="78 454 347 678" style="border: 1px solid black; margin-bottom: 10px;">  </div> <div data-bbox="78 718 369 949" style="border: 1px solid black;">  </div>	<ul style="list-style-type: none"> • Mark making and writing should be encouraged throughout the setting, not only in the mark making area • A variety of pen, pencils, paper, note books, diaries etc. should be provided and refreshed and available every day. • Provide other office resources for the children to use e.g. paper punch, paper clips, envelopes, etc. • Child height alphabet line and number lines should be available for reference. • Relevant environmental print in context should be included throughout the setting • Resources could be taken to other areas use as required and returned later including outdoors • Mark making opportunities should be available outdoors e.g. chalk, clipboards, blackboard. • Children need opportunities to copy their names so examples should be available to children to use freely e.g. on cards or books. • A washing line or display board to enable children to display their own mark making should be present. 	<ul style="list-style-type: none"> • Support children with mark making and writing skills that are developmentally appropriate • Value and display a variety of mark making • Role model writing and display hand written captions etc. 	<ul style="list-style-type: none"> • Think about the stimulus to extend the learning and provide appropriate resources • Where do children see and access examples of writing? • Can children write headings for displays, shopping lists, storage box labels, registers? • Please think how you can use activities to act as prompts to support children who struggle to see the purpose in mark making, e.g. mark making to record how many apples are needed, or to record activities carried out in nursery. 	<p>.....avoid the use of too much printed or commercially produced headings and posters. Children need to see handwritten examples too.</p> <p>Avoid stencils and worksheets!</p> <p>Do not overwrite or have printed sheets -all emergent writing needs to be through children's play.</p>



	<ul style="list-style-type: none"> • Provide a range of adapted pens/ pencils e.g. palmer grasp chalks, triangular pencils, grippers etc. • Provide white boards and wipe off pens for simple marks • Provide magnetic writing boards for easy mark making and rubbing out • Use spray bottles filled with water for mark making outside • Provide some angled/ vertical surfaces for mark making 			
Area	Top Tips	Adult Role	Reflective Questions	Please avoid...
<p>Book Area</p> <p>Outdoors and Indoors</p>  	<ul style="list-style-type: none"> • Books should be made available to support learning across the setting not only in the book area. • Make comfortable with sofas and/or floor cushions and bean bags • Display the books with the front cover showing • Provide books which link to the current interest • Limit the number of books to less fifteen • Change books regularly apart from favourite books • The selection of books should include story, poetry/rhyme, number, information, reference, fiction and non-fiction. 	<ul style="list-style-type: none"> • Read and share books and stories as and when requested by the children. • Encourage children who do not access group stories to explore books on a 1:1 basis. • Ensure quality books are provided • Role model how to handle books with care 	<ul style="list-style-type: none"> • How can adults encourage a love of books? • Do children have the opportunity to be storytellers? • Are books supporting learning in different areas of the provision? • How can books be provided to support learning outdoors without being ruined? • Do you need to adapt the reading materials to include board, audio and sensory stories, pages with accessible tabs, 	<p>.....too many books</p> <p>.....ripped books or those past their sell by date</p> <p>stereotyping in books related to gender, race, culture, disability etc</p>



- Provide good quality books that are in good condition
- Provide books reflecting a variety of languages and cultures
- Always read books before using with the children so you know if appropriate
- Provide a range of reading materials reflecting different developmental stages and genre e.g. big books, songs, rhymes, photo books, and books made by the children
- Provide resources for children to retell or create stories, e.g. puppets, props


- Adults should plan to share a book/story daily
- Support children to make their own books


differentiated stories for your children?


- Does your selection of books include examples of story, poetry/rhyme, number, information, reference, fiction and non-fiction?
- Are there opportunities to use other senses during the sharing of books?



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<div data-bbox="56 247 392 359" style="border: 1px solid black; padding: 5px; text-align: center;"> Listening Centre or Tonl Box </div> 	<ul style="list-style-type: none"> • Ensure the listening centre is in a cosy area • Provide noise limiting head phones that fit children • Provide a choice of high quality books, stories and music which reflect diversity • Provide opportunities for games, e.g. sound lotto • Families can record stories in children's home language 	<ul style="list-style-type: none"> • Regularly check to make sure all headphones are working • Listen to stories alongside the children. • Play listening games alongside the children • If the opportunity arises, talk to the children about the stories and sounds they have heard. 	<ul style="list-style-type: none"> • How can the listening centre be used to extend learning around the current interest? • Where is the best place for the listening centre to be located? • What about children who don't like to wear headphones? • How can we ensure that the headphone leads don't get tied in knots? • Do you have opportunities for children to hear Gaelic or Scots languages. 	<p>....locating the listening centre in a noisy area of the setting.</p> <p>..... only having the same stories out for the whole term.</p>
<div data-bbox="56 981 392 1109" style="border: 1px solid black; padding: 5px; text-align: center;"> Quiet/Cosy Area Outdoors and Indoors </div> 	<ul style="list-style-type: none"> • Provide cosy quiet spaces where children can relax or read a book. • Keep resources in this area minimal • Make the area welcoming and nurturing with low lights, pillows, cushions blanket/comforter • Create a cosy comfortable area to read a book outdoors in all weathers • Provide an additional cosy space for one child if possible. • Some children with ASN /specific sensory needs may need an individualized space, 	<ul style="list-style-type: none"> • Create a nurturing atmosphere • Monitor children who use cosy areas to rest or sleep-need a sleep policy • Ensure soft furnishings are kept clean and washed regularly 	<ul style="list-style-type: none"> • Does this area effectively meet the needs of the children? • Is this located in a quiet area of the ELC avoiding pathways or noisy activities? 	<ul style="list-style-type: none"> • Sending children to have 'time out' in the cosy area. They can however choose to go for a quiet time independently.



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<p>Small World Outdoors and Indoors</p>  	<p>blackout, more open, with specific sensory toys, dedicated for them to use on their own when they need it to de-stress</p> <ul style="list-style-type: none"> • Should reflect the current interest if possible • Natural & open-ended resources can be used to support play. • Wooden blocks/block area can be used to create a small world environment • Relevant books, posters, photos can support and extend learning opportunities • Small world play can include multicultural awareness and foster gender equal play. • Have larger sized people, vehicles, animals etc. for developmentally younger children or children who haven't the fine motor capabilities • Some children may need a 'set of their own' to play alongside other children before they are able to share 	<ul style="list-style-type: none"> • Provide resources when required • Extend play through discussion • Source relevant reference materials • Observe the play to identify next steps for learning • Encourage children's responsibility for this area to keep tidy and safe • Organise storage and labelling of resources to enable children to self-select and return • Support children by modelling or playing alongside, this will encourage them to develop their ability to copy or engage in play with others 	<ul style="list-style-type: none"> • When is it okay for children to transport resources/materials to other areas of the setting? • Is the area kept tidy and safe? • Are toys tidied away at the end of play? Can children leave their creations to revisit later? • How are we encouraging gender neutral experiences? 	<p>.....too many resources</p> <p>.....tidying up when children are still engaged in their play and learning.</p>

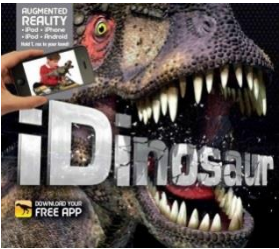
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<div data-bbox="62 263 414 418" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Music indoors and outdoors</p> </div> <div data-bbox="62 518 414 726" style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Provide a variety of percussion and tuned instruments, both commercially produced and child-made • Provide examples of music enabling the children to listen, respond to and accompany music independently. • Provide blank sheet music and pens/pencils to encourage mark making • Provide music books with music notation. • Provide 'song cards' with the words and a visual of familiar songs. • Provide scarves or pieces of material to encourage movement to music. • Where space allows, arrange the instruments attractively and create space next to the music area for children to move to music • Where space is limited, ensure the instruments are easily accessible to the children and are stored in groups according to whether they should be struck, blown, shaken or scraped. • Should link to children's current interests, such as exploring sound effects for a popular story. • A variety of different genres of music could be played in the background while children are playing. 	<ul style="list-style-type: none"> • Introduce the instruments gradually, modelling how to hold, play and take care of them. • Consider room layout. It may be appropriate for the painting or mark making area to be positioned close to the music area, enabling children to respond to music through their art work. • Encourage awareness of e.g. rhythm, beat, patterns, loud/quiet, fast/slow, sad/happy music thorough interactions with the children and small group work. • Use opportunities to develop children's listening skills and discrimination of sounds. • Be aware of children with sensory issues 	<ul style="list-style-type: none"> • How can music be promoted outdoors? • How can we capture children's musical achievements? • How can we use music to develop children's cultural awareness? • What everyday items can we provide which will further develop children's awareness of sound and rhythm? • How can we use songs when we interact with children during play? • Be aware of any of your children that may be hypersensitive to noise. 	<p>.....putting out all the instruments out at the same time.</p> <p>.....please avoid having background music unless you are sure that this is appropriate to the contexts of children's current learning.</p> <p>.....whole group music sessions</p>


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<div data-bbox="67 300 414 422" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Dough/Clay Outdoors and Indoors</p> </div> 	<ul style="list-style-type: none"> • Dough should be made with the children or independently by the children • Clay should be a neutral colour and left for the children to sculpt with their hands • A designated space should be provided for finished creations • Sculpting tools should be available for modelling when required • Dough/clay needs to be soft enough to be manipulated easily 	<ul style="list-style-type: none"> • Ensure clay/ dough is in a usable state • Consider how open-ended resources will develop creativity and promote imaginative learning • Ensure all tools are washed daily 	<ul style="list-style-type: none"> • Will resources provided encourage creative skills? – cookie cutters tend only to make cookies. • Do children need tools all the time? • Can books and artefacts inspire creations? • Consider children who may not like the touch or feel of the clay/dough/smell 	<p>.....allowing clay to dry out – wrap in a damp cloth in a sealed container overnight to keep soft</p> <p>.....using air drying clay unless you want to keep the models</p> <p>Using dough that is no longer fit for purpose.</p>



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<div data-bbox="58 300 407 496" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Creative Area Outdoors and Indoors</p> </div> 	<ul style="list-style-type: none"> • Provide resources such as pens, paper, card, scissors, string, glue, craft books, collage materials, sticky tape, junk modelling, shells, feathers cones etc. • Enable transient art through the provision natural materials both inside and outside. • Provide a clean easel, good quality paper, paper of different sizes, shapes and colours, a variety of short-handled paint brushes • The numbers of aprons could determine the number of children who can access the area at one time. • A system should be in place for children to choose and mix their own choice of paint • Outside creativity can be encouraged by providing resources such as -chalks, decorator’s brushes for use with water, clip board, paper and pens, mark making equipment in tool belts, natural resources. • Tabard aprons are preferable as children can access them independently and are less restrictive. 	<ul style="list-style-type: none"> • Ensure materials are well presented to children and check throughout the day. • Ensure aprons are near the painting area • Painting easel should be near natural light • Encourage children to mark make by writing their own name (Adult can write the name on the back) • Pen and small paper for adults to scribing the child’s work or story if requested • Read Our Creative Journey 	<ul style="list-style-type: none"> • When is it okay for children to not wear aprons? • Would a stimulus extend or detract from creativity? • Do children have to name their work? • How is the children’s work celebrated, valued and displayed? • Is it acceptable to write on a child’s art without the child’s permission? • How easily can children access and tidy resources? • Do adults value the creative process as well as the end product? • How can we encourage independence in the creative area? 	<p>.....discouraging children from mixing colours</p> <p>.....using templates for creative work</p> <p>....saying “Tell me what you have made/painted/drawn”</p> <p>.....adult directed activities</p>


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<div data-bbox="53 264 387 331" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Water Area</p> </div> <div data-bbox="60 458 389 708">  </div> <div data-bbox="60 751 416 976">  </div>	<ul style="list-style-type: none"> • Position the water tray near a tap • Change water daily and clean resources. Keep water play equipment in a container nearby to ensure enough space to play. • Provide natural materials • Everyday items can be used as an alternative to water specific resources • Resources for water play should be organised into 'themes', e.g. floating and sinking, sea creatures, pouring and filling etc. • Water should be deep enough for children to use • A plain square or rectangular clear tray is preferable • A variety of resources including pipes, hoses, tubes, funnels, measuring containers • Use tabard aprons and sleeves rolled up • Provide resource to clean up any spills • Provide a wet floor sign 	<ul style="list-style-type: none"> • Observe the play to identify next steps for learning • Play with the children, extending their learning when appropriate • Change resources to link to the children interest where possible, preferably with the children. • Encourage children to clean up spills independently • Ensure children have appropriate protective clothing when playing in water, especially outdoors 	<ul style="list-style-type: none"> • When is it okay for children not to wear aprons? • What opportunities are there to develop different water play outdoors in your setting? • How do we work with parents who don't want their children to get wet? • What everyday items can extend opportunities for learning? 	<p>.....putting newspaper on the floor to soak up water as this is a tripping hazard</p> <p>.....using long sleeved aprons</p> <p>.....removing the water tray when children splash too much</p>


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<p>Sand Area Outdoors and Indoors</p>  	<ul style="list-style-type: none"> • Provide wet or dry sand – or both • Damp or wet sand will need to be replaced more regularly • Provide natural materials e.g. shells, sticks, stones • Everyday items can be used as an alternative to sand specific resources • Water equipment can be used with dry sand • Make sure the sand tray does not become too cluttered • Keep sand resources in a container nearby • Resources for sand play carefully considered • A plain square or rectangular tray is preferable • A larger area for sand play could be located outdoors • Sand should be deep enough for children to use • Provide child sized tools / utensils e.g. scoops, spoons, trowels • Provide different sized containers e.g. buckets, pots • Provide a dust pan and brush 	<ul style="list-style-type: none"> • Observe the play to identify next steps for learning • Play with the children, extending their learning when appropriate • Change resources to link to the children interest where possible, preferably with the children • Encourage children to sweep up spills independently 	<ul style="list-style-type: none"> • How can sand play encourage curiosity, inquiry and creativity? • What are the benefits to children’s learning of providing both sand and water • What every day items can be used to extend learning? • How can adults support children’s early Literacy skills during sand play? • How can adults support children’s early Numeracy skills during sand play? • Consider infection controls for indoor and outdoor sand activities. • 	<p>.....having the sand and water tray too close to each other</p> <p>.....restricting children’s creativity by limiting resources</p>



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<div data-bbox="62 268 414 402" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Technologies Outdoors and Indoors</p> </div> 	<ul style="list-style-type: none"> Technologies should be available across the setting where appropriate Use a variety of technologies to support learning, e.g. cameras, computers SMART board, digital clocks, programmable toys, tablets, microwaves, digital scales etc. Some children may need differentiated levels of access; switch activated, touch screen etc. 	<ul style="list-style-type: none"> Ensure IT supports children’s learning, rather than taking children away from being creative, problem solving and engaging with others Role model and support the use of technology Ensure the safe use of technology 	<ul style="list-style-type: none"> Evaluate screen use in the setting and the amount of time children are spending on them How can technologies support children’s learning in different areas across the setting, including outdoors? Does Google always have the answer or should we find information by other means? 	<p>.....using screens as a babysitter</p>


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<p data-bbox="73 268 371 400">Sciences/Tinker Boxes/Discovery Outdoors and Indoors</p> 	<ul style="list-style-type: none"> • Science and discovery can be developed in context • Interactive displays can be used to further develop and extend specific interests • Ensure resources are in working order and ready for use • Ensure resources are recharged and ready for use • Provide resources for children to predict, discover and conclude for themselves • Resource in context throughout the nursery room where appropriate – microwave, camera, timers, clocks, torches, magnets, pulleys, collecting and comparing • Refer to a variety of information sources, e.g. posters, books and internet • This is an excellent area to develop skills for the young workforce (DYW) • Use your local environment to support learning around sciences in context relevant to your community. 	<ul style="list-style-type: none"> • Make a science friendly nursery • Encourage children to question and discover answers for themselves • Allow children to experiment and have a go • Support learning through discussion • Identify next steps for learning • Encourage thinking and sharing ideas between children 	<ul style="list-style-type: none"> • Where are different opportunities for science occurring throughout the nursery? • Can children discover answers for themselves? • Does the science in the nursery reflect the seasonal changes? • Are all children equally involved in science? 	<p>.....demonstrating science experiments</p> <p>..... overly relying on technology – remember to access other resources of information e.g. visiting the local library or museum and inviting local experts in to talk to the children</p>


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<p data-bbox="73 272 371 347">Small Construction Outdoors and Indoors</p>  	<ul style="list-style-type: none"> • A small defined area, separate from the block area. • Have sufficient quantities of each set, especially of extra pieces, such as wheels and people • Allow plenty of space for large models • Limit to one (or two) good quality construction sets • Rotate construction sets to provide variety • Print props should be provided, e.g. construction books, clip board and pens. • Ensure there is a place for finished models • What provision do you have for children with delayed fine motor skills and ensure there are construction models they can easily put together; magnetic etc? 	<ul style="list-style-type: none"> • Provide resources to encourage exploration, construction and design • Play alongside the children, commenting on what you and the children are doing/making • Ensure children's models can be kept in a safe place for further development • Ensure children can take photos of their constructions 	<ul style="list-style-type: none"> • How can small construction support children's problem solving skills? • What small world resources can supplement small construction play to develop children's imagination? • How can early Literacy skills be promoted through small construction play? • How can early Numeracy and Maths be promoted through small construction play? • How can you enable construction kits with small parts when you have developmentally younger children in your ELC? 	<p>.....asking "What have you made?" and "What is it for?" Be careful with questions.</p>


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<div data-bbox="56 260 409 327" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Games/Jigsaws</p> </div> <div data-bbox="91 384 369 563">  </div>	<ul style="list-style-type: none"> • Provide an assortment of jigsaws for all of the children’s abilities • Provide a small selection of jigsaws and games which are changed regularly • Resources should be well organised and presented for children to choose and use independently 	<ul style="list-style-type: none"> • Ensure jigsaws and games are complete with no pieces missing • Ensure you have jigsaws for all children’s abilities • The adult may want to scaffold children’s learning by having a photo of the completed puzzle, removing just a couple of pieces, supporting the child at the beginning 	<ul style="list-style-type: none"> • How are different developmental stages catered for all? • Is there appropriate challenge? • How can we create a space where children can concentrate to make a jigsaw without being interrupted? • Are there a variety of puzzles available to allow children’s choice? • How are children supported to take responsibility for this area? • How would you support a child who struggled to see their puzzle broken up and put away? 	<p>.....providing jigsaws and games with pieces missing</p>


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<p style="text-align: center;">Gross Motor</p> <p style="text-align: center;">Outdoors and Indoors</p> 	<p>There should be indoor and outdoor opportunities for developing children’s gross motor skills</p> <p>Staff should plan for providing a variety of opportunities regardless of the weather.</p> <ul style="list-style-type: none"> • Crawling -tunnels, hide boxes, small spaces • Climbing – climbing frame, fit trails, hills, trees • Balancing – beams, blocks, logs, scooters, balance bikes • Moving to music – using scarfs, ribbons, finger lights, torches • Using different parts of the body • Develop spacial awareness abilities • Jumping..... • Running..... • Building strength..... 	<ul style="list-style-type: none"> • Support children to build confidence with gross motor activities • Provide appropriate challenge to children • Provide a variety of activities for gross motor skills • Monitor skills development and identify any concerns 	<ul style="list-style-type: none"> • If space is tight – how will you ensure physical play? • Have you considered safety and risk assessments when positioning physical play? • Is there enough space for dance, action rhymes and ring games? • Do children have access to gross motor development every day? • How can children learn mathematical concepts and vocabulary through physical play? • Are fixed play resources essential for developing gross motor skills? • How could you provide inclusive activities for children with mobility issues? 	<p>.....letting weather restrict opportunities for gross motor play</p>

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<p>Fine Motor/Manipulative Outdoors and Indoors</p>  	<ul style="list-style-type: none"> • Provide opportunities to use real tools, e.g. Baking using teaspoons, tablespoons, cutting, spreading, kneading, rolling... • Finger gym activities-see Emerging Literacy resources. • Provide opportunities for threading, sorting, sewing, etc. • Provide resources such as peg boards, Tap Tap and small loose parts play • Provide craft opportunities where children can use scissors, glue etc • Provide real tools for children to use, hammers, nails etc. Demonstrate how to use safely. • See Bumps2Bairns and the Highland Literacy Blog for ideas to support fine motor and manipulative skills • Ensure you have a range of different types of scissors; left handed, spring handles, table top scissors to meet the needs of the children in your setting 	<ul style="list-style-type: none"> • Encourage children to develop fine motor skills and confidence by 'having a go' • Demonstrate how to use tools safely etc. • Refresh resources when required to sustain interest and build on skills 	<ul style="list-style-type: none"> • Can you trust children to use real tools? • What are the risk benefits of children using real tools? • How can children learn mathematical concepts and vocabulary through fine motor and manipulative play? • If children are using real tools to develop their fine motor skills, do they need to take part in finger gym opportunities? • Is your approach inclusive and accessible to all the children in your setting? 	<p>.....allowing children to become frustrated</p>

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<p>Large Construction/Loose Parts Outdoors and Indoors</p> 	<ul style="list-style-type: none"> • Ensure there is adequate storage for resources • Ensure there is a plentiful supply of unit blocks, large hollow blocks, small bricks and logs • Ensure there is plenty space to play and expand into • Provide building materials and tools - planks, nails, hammers • Provide scrap materials - old tyres, off-cuts of guttering, found objects • Provide rubber inner tubes, rope, fabric, • Provide cardboard boxes, chunky cardboard tubes • Provide natural materials e.g. logs and stones • Provide wooden bricks or unit blocks of various sizes, measuring materials, cardboard boxes and tubes, sheets, steering wheels, computer keyboards. • Provide clip boards, paper and pencils • For more information see Loose Parts Toolkit - 2019 Edition 	<ul style="list-style-type: none"> • Ensure children can safely access and replace equipment • Ensure all equipment is stored safely and ready for use the next day • Involve children in risk benefit assessments and the maintenance of a safe play space • Check and assess loose parts before and during sessions • Dispose of damaged equipment and hazardous materials 	<ul style="list-style-type: none"> • Are there opportunities for children to add other resources if required e.g. vehicles, people, natural resources? • Think about enhancing the area with books, posters, building plans, measuring resources if the children's interests allow • How are children supported to take responsibility for this area? • Please consider where you will store these items to meet health and safety requirements. 	<p>Using broken or damaged resources.</p>

Area	Top Tips	Adult Role	Reflective Questions	Please avoid...
<div data-bbox="62 261 412 347" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Cooking and Baking </div> 	<ul style="list-style-type: none"> • Ensure there are regular opportunities for baking and cooking • Provide resources appropriate to the child and the activity e.g. scales, bowls, utensils, pots and pans • Board maker or pictorial recipe(s) or cook books • Opportunities for a variety of independent baking and cooking activities • Ideally, each child should have their own equipment, e.g. bowl and wooden spoon 	<ul style="list-style-type: none"> • Supporting children as they bake and cook using recipes. • Talking to the children to develop their vocabulary. • Role modelling correct and safe use of equipment. • Encouraging the development of new skills. • Encouraging independence. • Encouraging curiosity and inquiry. • Be aware of infection control measures 	<ul style="list-style-type: none"> • How can baking and cooking develop mathematical concepts and vocabulary? • Large groups or small groups – which is better and why? • What are the risk benefits of baking and cooking? • What recipes can children follow without adult support and how can that be managed effectively? • Does your activity meet current guidance for food and snacks eg Setting the Table 	<p>..... baking high sugar or salt recipes</p>

Area	Top Tips	Adult Role	Reflective Questions	Please avoid...
<p>Snack</p> <p>Outdoors and Indoors</p> 	<ul style="list-style-type: none"> • Always involve children in the preparation of snack • Involve children in the choice of snack • Snack time should be used to support children’s health and wellbeing • Provide table and chairs of the appropriate height • Provide high quality cups, plates, bowls, forks, spoons • Also provide sharp child sized knives, tongs, serving plates, small jugs for water and milk, menu • Relevant to the children’s interest • Consider using real crockery for snack • Use visual prompts to support routines and choice 	<ul style="list-style-type: none"> • Adults should sit with the children and have conversations with them • Encourage independence skills • Support pouring, spreading etc. when appropriate. • Encourage children to make choices • Support and encourage children’s numeracy skills • Follow protocol for allergies • Be aware of infection control measures • Provide a varied snack • Encourage children to taste different foods • Ensure you are complying with infection prevention and control • Ensure the menu reflects Setting the Table Guidance. 	<ul style="list-style-type: none"> • How can independence be encouraged at snack time? • How can children be more involved in snack preparation? • How can we ensure that snack time is an unhurried experience for slow eaters? • How can snack be a more social experience for children? 	<p>.....keeping children at the snack table until everyone is finished</p>

Area	Top Tips	Adult Role	Reflective Questions	Please avoid...
<div data-bbox="85 384 398 448" style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Displays</div> 	<ul style="list-style-type: none"> • All displays should be at the children’s level whenever possible • Try to use real objects which stimulate discussion • Use high quality pictures, photographs, books, posters and objects to support learning. • Displays should reflect current interests, be interactive and stimulate learning and discussion • Gender equality, ethnicity and culture should all be considered when setting up displays. • Displays should have examples of environmental print and handwriting by children and adults. 	<ul style="list-style-type: none"> • Make displays attractive and age appropriate • Allow children to touch and feel the objects on display • Encourage children to respect and look after the displays • Have conversations about the displays in the nursery with the children • Add to the displays to develop learning • Keep displays fresh by regularly adding new items 	<ul style="list-style-type: none"> • Are the displays attractive and have the possibility to be interactive? • How do they engage/stimulate/extend learning? • Do they still reflect the current learning and interests? • How are the children involved in creating the display? • Are there enough/too many resources? • Are the objects too precious? Is it ok if they are touched, played with? 	<p>.....using objects that are too precious that children can’t use them and touch them.</p> <p>.....leaving displays out so long that they become tired and children have lost interest</p>