



Learning Environment, Equipment and Resources Nominated Supervisor

NQS Element 1.1.3 Program learning opportunities

NQS Element 1.2.3 Child directed learning

NQS Element 3.2.1 Inclusive environment

NQS Element 3.2.2 Resources support play-based learning

Name of the person conducting the checklist: _____ **Date:** _____

Equipment and resources

Are there enough resources to provide a variety of choices for children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children use a variety of resources in the one play space?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a variety of attractively illustrated language and literacy resources?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators organise most of the resources so children can access them without adult help?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do the materials and experiences represent the diversity in the wider community? eg if 60% of your children have Asian heritage, your dolls should be 60% Asian. Just one Asian doll will be tokenism. Note you can also cut out pictures from the newspapers for resources.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide experiences and open ended resources that promote children's imaginative play? eg cardboard boxes, material, cylinders ANYTHING THAT IS NOT A PURCHASED COMMERCIAL TOY.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a range of writing and reading resources (anything that leaves a mark on paper, concrete, walls etc.)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a wide range of construction materials? Be creative when sourcing resources. Go to supermarkets for boxes, second hand shops and recycling businesses.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators use familiar and inexpensive material in a creative way to stimulate children's interest and curiosity?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a wide range of expressive materials and media?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a wide variety of resources promoting fine and gross motor development in all children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators regularly rearrange adjustable equipment to provide greater interest, variety and challenge?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Environment

Do educators prepare appealing indoor and outdoor settings that will stimulate children's aesthetic (visual/artistic) awareness and promote learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators provide opportunities for children to engage in social play or solitary play according to their individual abilities and preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators organise quiet and comfortable spaces which allow children to develop relationships with peers?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators create an environment where children can spontaneously engage in expressive art experiences? Is it the same as last week? Does it need changing?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators display the children's creative work in the centre?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the work displayed recent? (ie do educators change it every week)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Have educators changed the physical environment in the last month?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA



(Children get bored coming to the same space day after day, just like adults)

Activities

Do educators implement activities that stimulate children to explore and discuss diverse objects, people and places? Yes No NA

Do educators rarely or never implement activities that are based around stencils and colouring- in? Yes No NA

Are most of the learning activities based around children's ideas, suggestions or everyday lives? Yes No NA



Actions required