

3.1.1

Fit for purpose

Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.



Week 34
29.10.2024

Section 5. Exceeding Standards: Embedded Practice (Nominated Supervisor)

Identify exceeding practice or implement how to become exceeding.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

Supporting safe participation in the program

Our environment is designed to support the safe participation of all children, ensuring inclusivity. We create spaces that cater to additional needs, such as sensory-friendly areas or modifications for physical disabilities. Small and large group interactions are encouraged with flexible spaces. We promote risky play through secure setups, and our equipment reflects children's cultural backgrounds. Our design also nurtures individual interests, fostering engagement and participation in all activities.

If you are doing similar practices to the example, use the below question to help you write your 'exceeding practice for embedded' description so you can add it to your QIP or SAT (NSW only).

For Exceeding the QIP and Self-Assessment Tool (SAT)
Please discuss how the design of the physical environment, and the furniture, equipment and resources, supports and encourages each child to safely participate in the program.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please discuss how the design of the physical environment, and the furniture, equipment and resources, supports and encourages each child to safely participate in the program.

There are two parts of the question above, here is how we can look at each part.

Part 1: "Please discuss how the design of the physical environment supports and encourages each child to safely participate in the program."

Explanation: This part is asking you to talk about the layout, organisation, and overall design of the space where the program takes place. How does this design make it easy and safe for every child to be involved? Think about things like safety features, accessibility, and how different areas are set up.

Part 2: "Discuss how the furniture, equipment, and resources support and encourage each child to safely participate in the program."

Explanation: Here, you are being asked to delve into the specific items and tools present in the environment. How do the pieces of furniture, the tools, and other resources present aid in ensuring each child can be engaged safely? This might include things like child-sized furniture, safe toys and equipment, or learning resources that cater to various needs.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how the design of the physical environment, and the furniture, equipment and

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resources, supports and encourages each child to safely participate in the program.

Open Layout for Supervision:

The room is designed with an open layout to ensure educators can easily see all areas, helping keep children safe by reducing the risk of unnoticed accidents. Low shelving allows children to access materials independently, while also maintaining clear sightlines for educators.

Defined Activity Zones:

Different areas are dedicated to specific activities, such as a cosy reading corner, a creative art space, and a play zone. This structure helps children know where to go, keeping the room organised and clutter-free. Soft mats and easy-to-clean materials ensure comfort and practicality.

Child-Friendly Furniture:

Child-sized tables and chairs are used, allowing children to sit and move around safely. Clear labels with pictures and words on storage bins make it easy for children to find and store materials on their own, promoting independence while ensuring safety.

Inclusive Sensory Spaces:

A quiet sensory area provides a calming space for children who need a break from activities. Equipped with soft lighting, sensory toys, and calming items like weighted blankets, it ensures comfort and support for children with diverse needs.

Safe Outdoor Play:

The outdoor area is securely fenced, with soft grass, rubber mats, and a sandpit to provide safe spaces for play. Age-appropriate climbing structures and durable toys are regularly inspected to ensure safety while encouraging active outdoor fun.

Your turn. Select a point from above and break it down into the subsections.

Please discuss how the design of the physical environment supports and encourages each child to safely participate in the program...

Discuss how the furniture, equipment, and resources support and encourage each child to safely participate in the program.