# 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.

Indoor and outdoor spaces:

* are flexible, welcoming, and accessible
* reflect diversity in the community
* are safe and promote health outcomes
* are environmentally sustainable
* contain safe furniture and equipment that promotes learning outcomes.

|  |  |
| --- | --- |
| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please discuss how your indoor or outdoor spaces show your commitment to learning and wellbeing that reflects the diversity of your families and/or local community (not just tokenistic displays).* | *Please discuss how the design of the physical environment, and the furniture, equipment, and resources support and encourages each child to safely participate in the program.* |
| ***Indoor/outdoor spaces reflecting diversity*** *Our spaces reflect the diversity of our families and local community through authentic integration, not just tokenistic displays. For example, we feature First Nations' murals, flags, and a yarning circle, incorporating Indigenous culture into everyday learning. Native gardens, veggie patches, and cultural artefacts from different backgrounds are present. The local community’s identity, including farming and sports, is woven into our environment, promoting sustainability and belonging.* | ***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.* |
| *Please give an example of the way you use spaces in flexible ways, and what may prompt you to implement the change.* | *Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.* |
| ***Flexible use of spaces.*** *We adapt our spaces flexibly, adjusting to the needs of children and educators. For example, sliding doors between rooms are left open to merge spaces or closed for quieter activities. Furniture is rearranged to support various activities like sports, free play, or quiet time. This flexibility allows us to meet staffing needs, promote effective supervision, and extend learning opportunities tailored to children’s ages, interests, and spontaneous activities, sparking creativity and engagement.* | ***Reflecting on environment design from a social justice perspective.*** *We critically reflect on our environment from a social justice and equity lens. For example, we ensure that all cultural backgrounds, including minority groups, are represented through displays and resources. We equally support children with complex needs or challenging family dynamics. Our spaces are designed to cater to every child’s interests, not just those easily accommodated. Private spaces, such as bathrooms, are designed to uphold children’s rights to privacy and dignity, respecting their individual needs.* |
| *Please give an example of how you use indoor/outdoor spaces to promote learning about environmental sustainability and caring for the environment.* | *Please give an example of how you use indoor or outdoor spaces in creative ways to promote children’s learning, despite any limitations the physical spaces may impose.* |
| ***Promoting environmental sustainability*** *Our indoor and outdoor spaces foster environmental awareness and sustainability. Native gardens provide lessons on plants adapting to local climates. We involve children in veggie gardening, harvesting, and cooking, discussing sustainability and reducing our footprint. Composting, worm farming, and recycling are integral to our daily activities, while children care for service animals and learn about ecosystems. Through natural materials and dry creek beds, we teach water conservation and resource care.* | ***Creative use of spaces despite limitations*** *Despite space limitations, we creatively adapt our environment to enhance learning. For instance, we repurpose small or awkward spaces for imaginative play. In shaded or difficult-to-maintain areas, we use hardy plants or introduce reflective surfaces to brighten spaces. Mirrors are strategically placed for improved supervision in hard-to-see areas. We also work around environmental constraints like steep gradients or close proximity to neighbours by modifying activities to ensure safety while still fostering exploration and learning.* |
| *Please discuss how non-mobile babies have suitable spaces to engage in activities, for example, tummy time.* OR for OSHC/Preschool  *Please give an example of quiet spaces that allow children to comfortably “chill out” or rest.* | *How does the design and use of Service spaces, buildings, fixtures and fittings connect with your service Philosophy?* |
| ***Spaces for babies to engage in activities*** *For non-mobile babies, we create spaces that support their physical development and comfort. These areas include soft, padded surfaces for tummy time, surrounded by stimulating toys within reach. Quiet spaces are also provided for older children to relax, rest, or chill out. These are equipped with soft cushions and calming sensory objects, promoting a soothing atmosphere for those who need a break from active play or learning environments, helping them regulate their emotions and energy.* | ***Connecting design with our service philosophy*** *Our service philosophy is reflected in the design of our spaces and resources, which prioritise safety and wellbeing. For example, child-safe fixtures and thoughtful design promote a secure environment. Meeting spaces and private areas, such as breastfeeding rooms, support family engagement. Our flexible spaces allow for dynamic learning activities, aligning with our philosophy of delivering high-quality educational experiences. We also design spaces to support inclusivity, ensuring all children feel welcome and valued within our service.* |
| *Please give an example showing how indoor or outdoor spaces are set up to minimise the risk of injury or conflict.* | *Please discuss the design of the service and elements of the physical environment, including any theories that have influenced the design, and how the design connects with the EYLF/MTOP (for example, consider risky play).* |
| ***Minimising risk of injury or conflict*** *Our spaces are carefully designed to reduce the risk of injury or conflict. Clear pathways are maintained between play areas and furniture to prevent tripping. We prioritise creating multiple small group areas to minimise overcrowding and conflict among children. Soft furnishings like cushions are strategically placed to create comfortable zones, and regular maintenance such as clearing sand from pathways ensures a safe environment for all, reducing accidents and promoting harmonious interactions.* | ***Theories influencing design and connection to EYLF/MTOP.*** *Our environment is inspired by several key educational theories that align with the EYLF/MTOP. Vygotsky’s socio-cultural theory, for instance, influences how we promote learning through social interactions. We also reflect critically on our practices using Freire’s theories and support developmental informed by theorists like Piaget. The EYLF/MTOP emphasises relationships, and our space design supports this by fostering collaborative learning, exploration, and risky play, encouraging children to take calculated risks and grow through new experiences.* |