

Inclusive Environment Nominated Supervisor OSHC

NQS 3.2.1 Inclusive environment

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

Educator Practices

Do educators set up and adapt environments to meet the ages, interests and abilities of all children in the group?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators change or adapt resources where required to ensure each child can successfully participate?	<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
Does the curriculum show evidence of children using spaces to explore, investigate, solve problems, being creative and using their imagination etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence that lots of activities are started by or suggested by children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence that educators plan a mix of large and small group activities and experiences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence of children interacting with a wide variety of natural and man-made elements in the indoor and outdoor environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum mainly include activities that reflect each child's interests and daily lives?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence of activities that challenge children and encourage them to take appropriate risks?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you help educators establish close working relationships with professionals and families to support the inclusion of all children, including those with additional needs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators monitor noise levels and implement strategies to reduce noise if needed eg room/group rules?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators regularly reorganise the indoor and outdoor environment to stimulate children's interest and engagement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Environment, Equipment and Resources			
Are there places indoors and outdoors where children can play or relax on their own or in a small group without interruption eg by adults or other children moving through the area?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are spaces for routine activities like resting and eating arranged to maximise positive interactions and learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there something in the environment that every child loves?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the Service approach to inclusion covered in your Philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do the indoor and outdoor environments look attractive? Would you want to spend time relaxing in them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required