

Resources Support Play-based Learning Nominated Supervisor

NQS 3.2.2 Resources support play-based learning

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

Resources

Do educators agree resources you source or purchase suit each child's age, ability and interests and support their participation in the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough suitable resources for children to access without waiting for long periods?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough resources that children can use in many different ways to support their learning eg natural and man-made loose parts?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough resources to support children's creativity and imagination, literacy and numeracy, problem solving, discovery and experimentation, sensory play and physical activity?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough tools, technologies and media to support children's learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree some of your resources/equipment challenge children and encourage them to take appropriate risks?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Educator Practices

Is there evidence educators regularly engage with children in their play/leisure activities and take advantage of opportunities to extend their play?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators encourage children to try new activities and experiences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators regularly provide opportunities for long periods of uninterrupted play, and adjust room/group routines where possible to accommodate children actively involved in play?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators regularly reorganise indoor and outdoor environments with children's help where possible to maintain/extend children's interest?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can discuss how they use resources to meet children's varying different interests, needs and abilities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Your Practices

Is there evidence you encourage children to help choose resources and equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you seek families' views/suggestions on suitable resources and equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you keep plans showing how indoor and outdoor spaces are arranged to create inviting learning environments and how these are influenced by children's ideas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required