

Inclusive Environment - Nominated Supervisor

NQS 3.2.1 Inclusive environment

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

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 activities where each child explores, investigates, solves problems, uses their creativity and 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 natural and man-made elements in the 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
Does the curriculum show evidence of children engaging with natural and man-made resources in the indoor and outdoor environment?	<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 ensure children with additional needs progress towards learning outcomes?	<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 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 without being interrupted 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 nappy changing, sleeping 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
Are there quiet, restful places for children who need some time out or want to interact with a small group of friends?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there lots of things like sticks, leaves, water, grass, sand, rocks, mud to play with?	<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 playing or relaxing in them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required