

Learning Environment, Equipment and Resources - Nominated Supervisor

NQS 1.1.3 Program learning opportunities

NQS 1.2.3 Child directed learning

NQS 3.2.1 Inclusive environment

NQS 3.2.2 Resources support play-based learning

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

Equipment and Resources

Are there enough resources to provide a variety of choices for children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children use a variety of resources in the one play space?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a variety of attractively illustrated language and literacy resources?	<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
Do the materials and experiences represent the diversity in the wider community? eg if 60% of your children have Asian heritage, your dolls should be 60% Asian. Just one Asian doll will be tokenism. Note you can also cut out pictures from the newspapers for resources.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide experiences and open ended resources that promote children's imaginative play? eg cardboard boxes, material, cylinders ANYTHING THAT IS NOT A PURCHASED COMMERCIAL TOY.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a range of writing and reading resources (anything that leaves a mark on paper, concrete, walls etc.)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a wide range of construction materials? Be creative when sourcing resources. Go to supermarkets for boxes, second hand shops and recycling businesses.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators use familiar and inexpensive material in a creative way to stimulate children's interest and curiosity?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can children access and engage with a wide range of expressive materials and media?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a wide variety of resources promoting fine and gross motor development in all children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators regularly rearrange adjustable equipment to provide greater interest, variety and challenge?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Environment

Do educators prepare appealing indoor and outdoor settings that will stimulate children's aesthetic (visual/artistic) awareness and promote learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators provide opportunities for children to engage in social play or solitary play according to their individual abilities and preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators organise quiet and comfortable spaces which allow children to develop relationships with peers?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators create an environment where children can spontaneously engage in expressive art experiences? Is it the same as last week? Does it need changing?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators display the children's creative work in the centre?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the work displayed recent? (ie do educators change it every week)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Have educators changed the physical environment in the last month? (Children get bored coming to the same space day after day, just like adults)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Activities

Do educators implement activities that stimulate children to explore and discuss diverse objects, people and places?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators rarely or never implement activities that are based around stencils and colouring-in?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Are most of the learning activities based around children's ideas, suggestions or everyday lives? ☐ Yes ☐ No ☐ NA

Actions required