Exceeding the NQS

Section 6 - Exceeding – Embedded Practice

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice
The design of our physical environment, and our furniture, equipment and resources, support and encourage each child to safely participate in the program. Measures taken to promote participation of children with additional needs include adding quiet spaces and meeting sensory needs and physical disability requirements. We have spaces that allow small and large group interactions and equipment for risky play.

If you are doing similar practices to the example, use the below question to help you write your **'exceeding practice for embedded'** description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Please discuss how the design of the physical environment, and the furniture, equipment and resources, supports and encourages each child to safely participate in the program.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please discuss how the design of the physical environment, and the furniture, equipment and resources, supports and encourages each child to safely participate in the program.

There are two parts of the question above, here is how we can look at each part.

Part 1: "Please discuss how the design of the physical environment supports and encourages each child to safely participate in the program."

Explanation: This part is asking you to talk about the layout, organisation, and overall design of the space where the program takes place. How does this design make it easy and safe for every child to be involved? Think about things like safety features, accessibility, and how different areas are set up.

Part 2: "Discuss how the furniture, equipment, and resources support and encourage each child to safely participate in the program."

Explanation: Here, you are being asked to delve into the specific items and tools present in the environment. How do the pieces of furniture, the tools, and other resources present aid in ensuring each child can be engaged safely? This might include things like child-sized furniture, safe toys and equipment, or learning resources that cater to various needs.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how the design of the physical environment, and the furniture, equipment and resources, supports and encourages each child to safely participate in the program.

Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose

Open Floor Design with Clear Sightlines:

Physical Environment: The classroom is designed with an open floor plan, allowing educators to have clear sightlines across the room. This ensures that every child is within view, reducing the chances of unnoticed incidents or accidents.

Furniture & Equipment: Low-height shelving units are used, ensuring that children can easily access materials without the risk of items falling on them. It also helps educators maintain an unobstructed view of the children.

Dedicated Activity Zones:

Physical Environment: Different areas of the room are designated for specific activities, such as a reading corner, art station, or play area. This helps children know where to find activities and reduces clutter and chaos.

Resources: Soft floor mats are placed in the reading corner, inviting children to sit down and read in comfort. The art station is equipped with washable paints and aprons, encouraging creative expression without worry about messes.

Accessible and Safe Furniture:

Furniture: Tables and chairs are child-sized, allowing children to sit comfortably with their feet on the ground. This reduces the risk of falls from furniture that's too large for them.

Equipment: Storage bins are labelled with both words and pictures, helping children identify and access materials independently. This encourages autonomy while ensuring items are stored safely.

Sensory and Inclusive Spaces:

Physical Environment: A quiet sensory nook is created away from the main activity zones for children who might feel overwhelmed or need a break. This provides a safe space for children to regroup and relax.

Resources: The nook is equipped with sensory toys, weighted blankets, and soft lighting, catering to children with diverse needs and ensuring their comfort and safety.

Outdoor Play Area Design:

Physical Environment: The outdoor area is fenced, with soft grassy patches, a sandpit, and rubber mats under climbing equipment. This ensures children can play outside without the risk of wandering off or getting hurt.

Equipment & Resources: The climbing structures are age-appropriate, ensuring children can safely use them without the risk of injury. Outdoor toys like tricycles or balls are made of durable and safe materials, and they are regularly inspected for any damages.

Your turn. Select a point from above and break it down into the subsections.

Please discuss how the design of the physical environment supports and encourages each child to safely participate in the program…

Discuss how the furniture, equipment, and resources support and encourage each child to safely participate in the program.