**Nurturing Settings**

**Environment Checklist**

**Setting: Practitioner: Date:**

|  |  |
| --- | --- |
| Checklist | Evidence |
| Visual timetable |  |
| Sensory materials |  |
| Writing area- range of resources to motivate and encourage children to write |  |
| Photographs displayed of positive classroom experiences, every child and adult represented to remind children of actions and create a sense of unity and belonging |  |
| Resources showing a range of learning styles |  |
| Keep calm kits. (Kits could include: fiddle toys, teddies or other transitional objects. Rules should be clear ahead of use) |  |
| All drawers and resources labelled to create order |  |
| Positive affirmations displayed in the classroom and referred to regularly; e.g. posters, success boards. Diversity in all its forms visibly celebrated |  |
| Resources to include equipment and or display visual images, reflecting children’s family lives in an inclusive manner |  |
| Noticeboards for each room-letters, key information, names and grouping, homework to encourage independent learning |  |
| Access to fresh drinking water/snacks |  |
| Displays are interactive and clearly labelled |  |
| Displays to showcase good work for the individual. Each child to have at least one piece of celebrated work named and displayed |  |
| Toys match developmental stage not age |  |
| Reading corner- to be stimulating and inviting for all children. If space permits, then have communication friendly spaces |  |
| Birthday Board to celebrate children and staff birthdays. Where possible give birthday cards to children from staff (this reaffirms that they are special) |  |
| Alternative and clearly defined learning spaces in all rooms- e.g. role play, small world, sand and water, curiosity tables etc.  |  |
| Time out/calm down areas |  |
| Room welcome information booklet, child passports, information on each child, seating plans/personal targets etc. This aims to help visitors to setting such as supply, governors, managers etc. keep up to date |  |
| An environment which fosters independence- clearly labelled resources, clutter free and tidy |  |
| Feelings /emotional check in to be discussed in their rooms how these should be organised |  |