

Our enabling environment

Our indoor and outdoor environments support children to be fully engaged in purposeful play of their own choice and interest. We offer children many broad and varied learning opportunities within an enriching environment. Our classrooms promote curiosity, and our children are encouraged to follow their interests, have their own ideas, and independently access the resources available.

Indoor provision

Our indoor provision is open ended and allows children to choose their own resources. This is based on Alistair Bryce Clegg's theory of Subversive teaching ([click here for link](#)). This is the idea that we want to meet the needs of children through their interests and their strengths. Alistair talks about setting up a provision that allows children to explore and be independent. He states 'children as abstract and learning is abstract, so we need children to explore an environment and listen to teaching that is about their interests'.

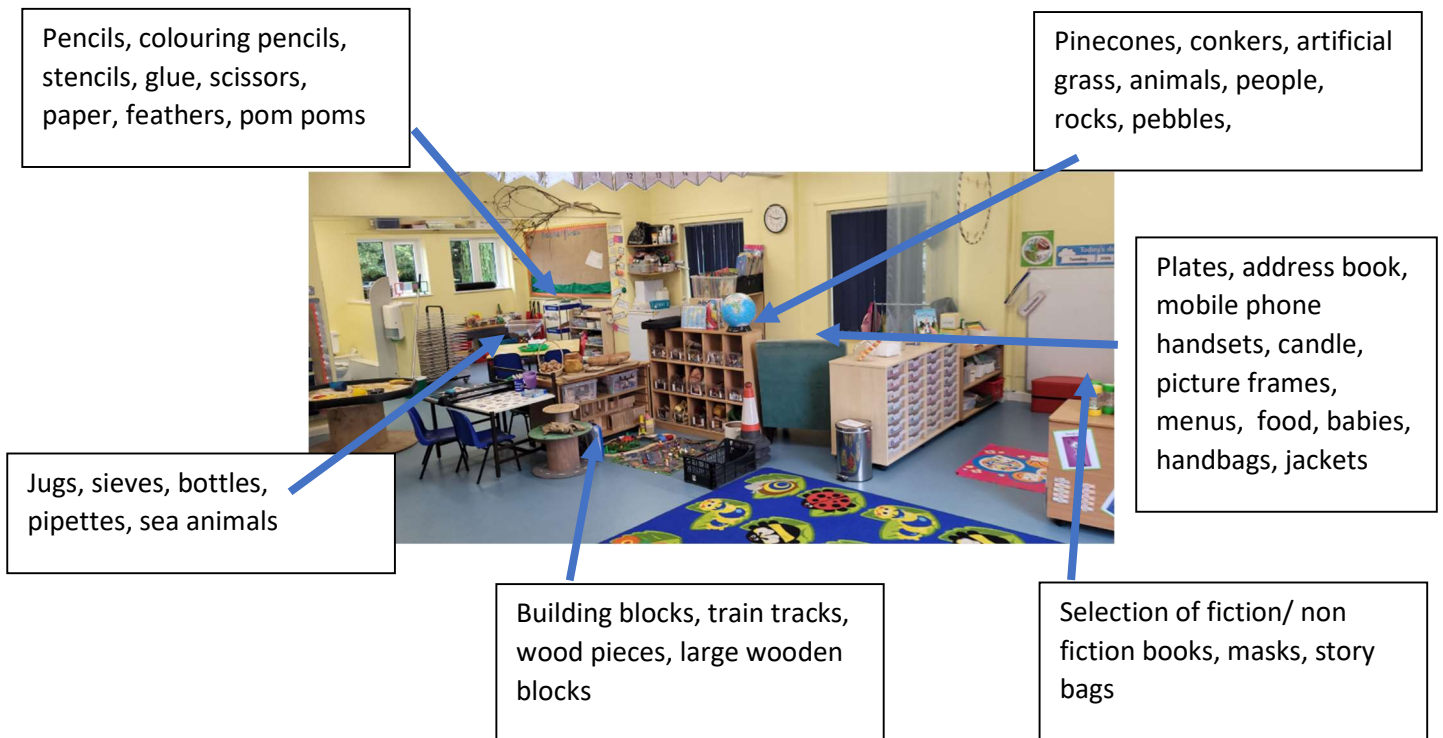
Based on this theory, our role play area is a home corner. This is what the children are familiar with and where they will have lots of personal experiences that they can use in role play. Throughout the year, staff will enhance the area as children develop their storyline. For example, we may add: takeaway menu, real phone handsets, a telephone book, shopping lists, babies, real pots and pans etc. We also ensure that the area has opportunities for maths and literacy through writing shopping lists, using the phonebook to read phone numbers etc.

The rest of our provision is based on the following areas:

- Small world
- Construction
- Loose parts
- Malleable
- Creative
- Reading corner

The resources are always available and accessible to the children. When planning and resourcing our areas we ensure they will continue the provision for learning even in the absence of an adult. This set-up does not really change to ensure we provide children with a sense of stability. Children can rely on resources always being there, which in turn builds confidence and independence. However, we do of course reflect and review all areas and if we feel it needs altering to boost engagement then we will adapt where necessary. Children experience maths and writing in almost all areas of the indoor classroom, and we ensure that there is equipment in all areas to facilitate these. Because the children select and access resources themselves, they know where they are from, and they know where to put them back when they have finished using them or at the end of the session.

The photo below shows an example of a reception classroom set up:



In addition to our continuous provision, teachers plan weekly skill-based enhancements. Enhancements are a series of activities and/or additional resources which are added to the continuous provision. They are based on children's interests and curiosity, and they may also link to adult-inputs, current topics or themes. Careful consideration is given to engagement levels when planning these enhancements.

Staff are continually observing engagement and considering next steps of individual children. Therefore, if an enhancement does not seem to be working, then we will adapt and change.

Outdoor Provision

As with the indoor area, the outdoor area allows for learning across all areas of development, but the two areas do not mirror each other. The sand and water area are much bigger, and the creative play includes large paintbrushes and paper hanging off the fence etc. There is also the opportunity to build on gross motor skills through our climbing frame. The stage allows the children to explore music and role play to a larger audience.



Increasing engagement

In line with the EYFS curriculum, we plan 'hooks' to increase engagement with the children and spark an interest in their learning. We use both the indoor and outdoor provision to facilitate this as well as use of ICT.



Visits from the Police and Fire service for people who can help us



Visit to the book bus



Children made 'super veggies' in the provision as part of our Supertato learning



Sending the boats down the brook to see if they float



Looking at real plants as part of our enhancement in provision for 'growth'