



## CREATING ENTICING PHYSICAL SPACES

### MODULE 1 ASSESSMENT

This topic has been developed with Olivia Kirkby, Early Years Consultant at TTS. The course covers the importance of the physical and emotional environments and the impact this has on children's development of key skills in the Early Years. This content assessment aims to enhance your understanding of the strategies, resources, and practices that support language development in early childhood settings.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

#### QUESTION 1

What are three ways you can make your environment 'enabling'?

#### QUESTION 2

List some of the ways you will now reflect to ensure the physical environment is suited to the children's needs and learning outcomes?





MODULE 1 ASSESSMENT CONTINUED

**QUESTION 3**

List some of the strategies that can be used to create a language-rich environment:

**QUESTION 4**

Why is reflective practice so important in enhancing the physical learning environment?

**QUESTION 5**

What areas of your provision and practice should you observe when looking to make enhancements to your physical environment?





## MODULE 2 ASSESSMENT

### QUESTION 1

How will you ensure that you maintain high levels of emotional wellbeing in your setting?

### QUESTION 2

Why is it important to create safe, secure and cosy spaces for learning in the Early Years?

### QUESTION 3

What are some benefits of engaging children in open-ended play?





## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

What examples of open-ended activities will you encourage in your setting?

### QUESTION 5

What are some examples of open-ended questions you can ask that will encourage quality daily interactions?



## THE IMPORTANCE OF QUALITY INTERACTIONS

### MODULE 3 ASSESSMENT

#### **QUESTION 1**

Why do children need back and forth quality interactions?

#### **QUESTION 2**

Effective interactions should be.. (3 examples)



## THE IMPORTANCE OF QUALITY INTERACTIONS

### MODULE 3 ASSESSMENT CONTINUED

#### **QUESTION 3**

What techniques will you use to encourage effective interactions?

#### **QUESTION 4**

List 3 ways you might support a child in this area?

#### **QUESTION 5**

What self-reflective techniques can you use to improve the level of quality interactions that take place in your setting?



## OPEN-ENDED RESOURCES

### MODULE 4 ASSESSMENT

#### QUESTION 1

What do you understand open-ended resources to be?

#### QUESTION 2

What examples of open-ended resources will you incorporate in your setting to provide language-rich learning opportunities?

#### QUESTION 3

What experiences could you offer alongside the resources to enrich children's play-based learning opportunities?



MODULE 4 ASSESSMENT CONTINUED

**QUESTION 4**

What open-ended resources/materials could you use to enhance continuous provision in the home corner?

**QUESTION 5**

What are some of the ways you might support parents/carers to ensure children's open-ended play continues beyond the school setting?







### REFLECTION SECTION

*From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.*

**Key areas to reflect on:**

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

*Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.*





REFLECTION SECTION CONTINUED

A large, empty rectangular area with rounded corners, outlined in a thin green border, intended for reflection notes.





# ANSWER SHEETS





## MODULE 1 ASSESSMENT

This topic has been developed with Olivia Kirkby, Early Years Consultant at TTS. The course covers the importance of the physical and emotional environments and the impact this has on children's development of key skills in the Early Years. This content assessment aims to enhance your understanding of the strategies, resources, and practices that support language development in early childhood settings.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

### QUESTION 1

What are three ways you can make your environment 'enabling'?

Answer 1 (Please note, the below are examples and answers may vary)

- Create an environment that is warm, welcoming and nurtures a sense of belonging
- Fill the space with rich, open-ended resources
- Ensure the activities and environment are led by the children's genuine interests.

### QUESTION 2

List some of the ways you will now reflect to ensure the physical environment is suited to the children's needs and learning outcomes?

Answer 2 (Please note, the below are examples and answers may vary)

- Consider how the environment makes me feel - what does it look like and what emotions do I experience when entering the space?
- Closely review how the children interact with me, their peers and the resources within the space
- Have regular conversations with colleagues to reflect on how the space is being used and what changes they've noticed in children's communication, interests etc.



### MODULE 1 ASSESSMENT CONTINUED

#### QUESTION 3

List some of the strategies that can be used to create a language-rich environment:

Answer 3 (Please note, the below are examples and answers may vary)

- Using open-ended questions and sentences when interacting with the children
- Engaging children in meaningful conversations relevant to their interests
- Incorporating different activities and areas within the space, i.e., reading corner, home-corner, outdoor learning etc.

#### QUESTION 4

Why is reflective practice so important in enhancing the physical learning environment?

Answer 4 (Please note, the below are examples and answers may vary)

- Identify areas for further professional growth and development related to supporting language development in the early years
- Analysis of the physical space allows improvements to be made based on what has been observed to promote a language-rich environment.

#### QUESTION 5

What will you observe when looking to make enhancements to your physical environment?

Answer 5 (Please note, the below are examples and answers may vary)

- Which areas in your rooms are most of the conversations taking place
- Review and refresh the resources being displayed and used – which ones do the children use most?
- How are spaces being created for imaginative play?
- Discuss within the team what the children's current interests are and how are these being followed?



## MODULE 2 ASSESSMENT

**QUESTION 1**

How will you ensure that you maintain high levels of emotional wellbeing in your setting?

Answer 1 (Please note, the below are examples and answers may vary)

- Meet children in their emotions; for example, mirror their excitement with real enthusiasm and passion.
- Maintain consistent care routines, led by the child's needs and responses
- Include children in day-to-day activities, such as setting the table for mealtimes so that they feel included and valued

**QUESTION 2**

Why is it important to create safe, secure and cosy spaces for learning in the Early Years?

Answer 2 (Please note, the below are examples and answers may vary)

- Before babies and young children can learn, they need to feel secure, happy and emotionally nurtured. When children feel, safe, secure and happy in an environment that responds to their individual needs, they are more likely to feel comfortable trying new things, push themselves and generally will feel more relaxed. This will open them up to new learning opportunities, allowing them to be challenged and develop key skills.

**QUESTION 3**

What are some of the benefits of engaging children in open-ended play?

Answer 3 (Please note, the below are examples and answers may vary)

- Builds independence and confidence skills = Children will have the opportunity to take charge of their own play and make decisions that impact their learning
- Social skills - children can negotiate and share ideas with each other during open-ended play, developing their communication skills and relationships with peers and adults.
- Inspires creativity – children have the freedom to be imaginative and role-play certain scenarios





## MODULE 2 ASSESSMENT CONTINUED

**QUESTION 4**

What examples of open-ended activities will you encourage in your setting?

Answer 4 (Please note, the below are examples and answers may vary)

- Small World play - This play is open-ended; the possibilities and storylines they can produce are endless. This level of openness and freedom lets children be creative and imaginative for hours on end.
- Loose parts play - Loose parts can be collected, sorted, moved around, manipulated, adapted, controlled, combined with other materials, piled up, lined up, taken apart and put back together in multiple ways. They are open-ended items that can be used alone or combined with other materials.
- Art & Craft - With open-ended art, the result is unique to the child; there are countless outcomes, each creation is a masterpiece, children are engaged with problem-solving, and their creativity will bloom as children are naturally engaged and self-motivated to create.

**QUESTION 5**

What are some examples of open-ended questions you can ask that will encourage quality daily interactions?

Answer 5 (Please note, the below are examples and answers may vary)

- Tell me about...
- I wonder if you could show me...
- Where do you think that comes from?
- Have you seen anything like this before?
- Why do you think that?
- Can you explain...?
- How do you think it was made?
- What are some of the ways you might use this?



### MODULE 3 ASSESSMENT

#### QUESTION 1

Why do children need back and forth quality interactions?

Answer 1 (Please note, the below are examples and answers may vary)

- Children's back-and-forth interactions from an early age form the foundations for language, cognitive and mental development, as well as the ability to build and nurture relationships. The number and quality of the conversations they have with adults and other children throughout the day in a language-rich environment is crucial to the long-term development of a child.

#### QUESTION 2

Effective interactions should be... (3 examples)

Answer 2 (Please note, the below are examples and answers may vary)

- Respectful – Warm, open, positive, listen carefully and give children time to respond.
- Exciting – Follow the child's lead and take an interest in what they are doing. Show how excited and interested you are in your facial expression, your body language and the way you communicate.
- Engaging – Be focused in the child's world and give them the full attention they deserve. Adults will show real interest and will minimise possible distractions that are less important. By engaging with the child, experiences will be created that grabs the child's full attention.



## THE IMPORTANCE OF QUALITY INTERACTIONS

### MODULE 3 ASSESSMENT CONTINUED

#### QUESTION 3

What techniques will you use to encourage effective interactions?

Answer 3 (Please note, the below are examples and answers may vary)

- Observation of practice, provision and communication
- Reflection of interactions and engagement as a team to encourage change.
- Modelling Language.

#### QUESTION 4

List 3 ways you might support a child in this area?

Answer 4 (Please note, the below are examples and answers may vary)

- Talk with the children, not at them, and ask open-ended questions to keep conversations going and extend their vocabulary.
- Refresh the reading materials within the setting and set aside regular time for the children to engage in the reading corner
- Encourage peer-on-peer interaction with group-based activities.

#### QUESTION 5

What self-reflective techniques can you use to improve the level of quality interactions that take place in your setting?

Answer 5 (Please note, the below are examples and answers may vary)

- The ethos of a setting is at the heart of creating a culture of reflective practice; reflecting individually and as a team supports this ethos. Asking specific reflection questions is a great tool to start reflection communication and review the quality of interactions taking place.
- How are children engaging with the new layout or routine? How are children displaying their levels of wellbeing? Which activities are the most popular and why? Have there been any surprises this week?
- Inviting everyone to contribute is important. It ensures that all feel their views are valued and that their reflections can help to improve the experience and learning of children.

## OPEN-ENDED RESOURCES

### MODULE 4 ASSESSMENT

#### QUESTION 1

What do you understand open-ended resources to be?

Answer 1 (Please note, the below are examples and answers may vary)

- An open-ended resource is any item that can be used in a range of ways and will encourage free play and creativity. They support children in developing motor skills; communication and language; mathematical vocabulary and concepts; self-control and concentration – as well as creativity, imagination and exploration. They can also be incorporated into all areas of play, including water, sand and role play.

#### QUESTION 2

What examples of open-ended resources will you incorporate in your setting to provide language-rich learning opportunities?

Answer 2 (Please note, the below are examples and answers may vary)

- Wooden blocks
- Loose parts
- Treasure baskets
- Books

#### QUESTION 3

What experiences could you offer alongside the resources to enrich children's play-based learning opportunities?

Answer 3 (Please note, the below are examples and answers may vary)

- Cultivating environments that encourage and support children to develop their language, literacy, mathematical knowledge, and understanding through play.
- Consider the balance between child-initiated play and more structured activities to meet the learning needs of your children.
- Organising equipment in the learning environment to support active learning, play and exploration.
- Preparing staff to support learning through play-based activities.

## OPEN-ENDED RESOURCES

### MODULE 4 ASSESSMENT CONTINUED

#### QUESTION 4

How can you use open-ended materials to update your home corner and enhance continuous provision?

Answer 4 (Please note, the below are examples and answers may vary)

- Signs – refresh this corner by changing it depending on the children's interests and labelling it to reflect any changes made, which will also support literacy.
- Incorporating cultural resources into the home corner to ensure all children's first-hand experiences are reflected.
- A rota of refreshment - Changing this corner will re-engage children as they should be refreshed at regular intervals.

#### QUESTION 5

What are some of the ways you might support parents/carers to ensure children's open-ended play continues beyond the school setting?

Answer 5 (Please note, the below are examples and answers may vary)

- Advising parents of the importance of open-ended play by sending out information and communication.
- Sending home open-ended learning packs to encourage parents to provide opportunities and implement this play at home.
- Providing details through observations that get sent home of the developmental benefits of open-ended play.
- Provide parents with open-ended play activity ideas to implement at home.