**A Talk-friendly Learning Environment Audit: Outdoors/Indoors Date:**

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| **Spaces** | **Reflection notes** | **Areas to develop** |
| * Where do children congregate most?
* Where are there no children?
* Any dead/unused/stagnant areas?
* Where are children showing most curiosity/engagement/enjoyment?
* Where are most meaningful play opportunities and experiences happening?
* Where do children talk most?
* Where can children rest and watch?
* Where are children taking the initiative?
* Where can children show and display their creations? (eg transient art)
* What sensory opportunities are available?
* Are children active?
* What resources are children not accessing independently?
* Where do sustained interactions between staff and children take place?
* Are there places for group teaching? Places to sit and work together?
* Are all children, including children with additional needs fully engaged and able to participate?
* Where are children expressing their own ideas, feelings and thoughts?
* Where are children’s achievements, interests and imaginative ideas noticed and celebrated?
* What areas do children like best? Least?

(Adapted from ‘The communication friendly spaces approach’: Elizabeth Jarman) |  |  |