

# Enabling Environments

**The environment plays a key role in supporting and extending children's learning and development.** 'Enabling environments' includes the indoor and outdoor environments, both of which are flexible and adapt to meet the "physical, emotional and learning needs of all babies and children under three"

*(Lindon J, What does it mean to be two? pg5)*

Two-year-old children need an environment which is irresistible, that provides meaningful choices and a safe, secure base to explore from.

*Do you provide sensory opportunities for all children throughout the day?*

*Are heuristic play resources regularly and freely available?*



A consistent routine and a familiar environment are crucial for children who are two years old. Therefore, when changes are made, they need to be handled sensitively and made for the benefit of the children.

*Do you keep some consistency in the layout of your environment, whilst still allowing for change as and when appropriate?*

*Does everyone follow children's ideas and let them take the lead?*

Two-year-old children benefit from independent access to resources and additional materials – this also allows for the child's voice within your setting.

*Do you provide accessible storage for children's possessions?*

*Can children access a wide range of resources independently?*





Challenging indoor and outdoor opportunities extend children's learning.

*Are your indoor and outdoor environments conducive to learning i.e. do you consider noise, light, space and access?*

*Is your outdoor environment as effectively planned as your indoor environment?*

*Do you have access to natural spaces for children to explore?*

Transition should be effectively planned for throughout the year.

*What systems do you have in place for transitions throughout the year?*

Regular use and contribution to the local community and environment enriches learning experiences.

*Do you regularly use facilities available within your local community i.e. the park, the library, When is the last time children experienced 'off-site' learning?*



Planning for all children, including those aged two, should focus on individual children's needs, interest and next steps, rather than a group 'theme' or 'topic'.

*What systems do you use to review and update children's interests and individual needs? How regularly is this done? Do they include parents / carers / other professionals?*

*Do you use children's interests and next steps to inform planning / learning environments?*

