**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) |  |  |