

Environmental checklist

Area	Yes	No	Comment	Action	Date completed
Outdoor areas and entrances <ul style="list-style-type: none"> Is the route to the setting clearly signposted? Are there clear orientation landmarks such as trees, fences, shrubs etc. leading from outside to the entrance of the setting? Are play areas logically laid out? Do play areas encourage exploration and interaction? Is the entrance door welcoming? Does the door have an accessible entry system for entering the building? Can visitors view the internal area through the door? Is the entrance lobby well lit, welcoming and uncluttered? Does a member of staff meet and greet children and parents? 					

Area	Yes	No	Comment	Action	Date completed
Internal areas <ul style="list-style-type: none"> Is information on welcome boards easy to read, accessible, relevant and up-to-date? Are photos and names of staff and their names and roles displayed? Is the content of written information for parents considered for its clarity and accessibility? Where relevant, are pictures and symbols used to support written text? Is written information for parents also given verbally and in other formats e.g. email or text? Are notices on parents' notice boards kept to a minimum? Are parents with basic skills difficulties signposted to appropriate support services? 					

Area	Yes	No	Comment	Action	Date completed
<ul style="list-style-type: none"> Is the environment welcoming for parents and children? Is the overall impression of the setting uncluttered and visually attractive? Are all areas well defined, ordered and labelled, and do they convey a clear function? Is the overall layout of the setting easy to 'read' and follow? Does the layout of the setting fit together and flow well? Do furniture and furnishings help structure and enhance the appearance of the setting? Is the purpose of specific areas of the setting clearly conveyed to children? Are all areas clearly labelled with text and images? Are the walls of the setting painted in a neutral colour? 					

Area	Yes	No	Comment	Action	Date completed
<ul style="list-style-type: none"> Is the use of primary colours, shapes, letters and numbers thoughtfully considered throughout the play areas? Are all areas of the play area well lit by natural light? Are areas with poor natural light adequately lit with artificial light? Is there manual control of natural/artificial light? Can children view people's faces clearly in all areas of the setting? Are the acoustics in the building favourable for hearing conversations clearly? Is the environment free from unnecessary noise? Can conversations between children and adults/children be heard clearly? Are the quiet and active areas located away from each other? 					

Area	Yes	No	Comment	Action	Date completed
<ul style="list-style-type: none"> ■ Is the setting adequately ventilated and set at a comfortable temperature for seated children? ■ Are wall displays attractive, tidy and clearly labelled? ■ Does the content of wall displays belong to children? ■ Does the content support children's learning and link to the curriculum? ■ Are wall displays placed in a position that can clearly be seen by children and adults? ■ Are displays considered for relevance to other displays and thoughtfully located and spaced? ■ Do wall displays use cognitive concepts such as colour, to draw children's attention? ■ Does the composition of wall displays include borders and suitable backing material to enhance their appearance? 					

Area	Yes	No	Comment	Action	Date completed
Equipment/resources <ul style="list-style-type: none"> Are free standing storage containers used to define specific areas of the environment e.g. the construction area? Are play resources stored at child height? Are play resources stored in transparent storage with named labels or in opaque storage with named labels and a reference image or symbol/sign? Are book corners located in quiet well-lit areas? Does the book corner have comfortable furniture and furnishings? Are all children's books considered individually for relevant ability range, their quality, interest, topic and relevance? 					

Area	Yes	No	Comment	Action	Date completed
<ul style="list-style-type: none"> Are books displayed attractively and not crowded on shelves? Are books regularly reviewed for quality and condition? Are books regularly rotated and changed? Are books linked to activities and key themes? Are text and images appropriate? Are over-commercialised books restricted or removed? Are parents advised about where they can loan books and toys from? Are a range of different toys provided which have been considered for their appeal, relevance and developmental value? Are images and lettering on toys carefully considered for their relevance? Are all toys regularly checked to ensure that all working parts are present and working? 					

Next steps (tick appropriate outcome):

- 1. The review did not identify any areas of concern (go to 5) ☐
- 2. Areas of concern were identified ☐
- 3. An action plan has been prepared to address areas of concern ☐
- 4. All actions have been implemented (go to 5) ☐
- 5. Set a date for annual review ☐

Name of reviewer: _____ **Date:** _____

Notes:

Review date: _____