

Title of example	Creating an Early Years Environment
Centre submitting example	Parbold Douglas Church of England Academy
Local authority/local area	Wigan
Background details to the practice	
<p>Debbie has been teaching for six years but started off her career in Lower KS2. She decided she would like to work in Early Years and attended Early Years training to prepare for this. She has been teaching in Reception for three years and at her current school is the Director of Early Learning. Parbold Douglas Church of England Academy is a one form entry school which also has teaching school status. They have a private nursery on site that they work closely with.</p>	
About the practice	
<p>The move from KS2 to Reception made Debbie realise the high importance of effective continuous provision and the impact that it has on children's confidence in their environment. This confidence can have a big impact on children's ability to learn independently and capability to apply the knowledge they have learnt during teaching sessions. It was with these ideas in mind that shaped Debbie's ideas around designing the indoor environment. Debbie has set up distinctive areas that are accessible to all learners to help promote independence and self confidence. These areas are designed to be user friendly and have clearly labelled and easily accessible resources that are relevant to that particular area. When the children first enter Reception they spend the first few weeks doing lots of focussed work in each area in order to build up the children's confidence to use each area independently. It is important to ensure that all children take responsibility for their learning environment and that clear and consistent rules are established to ensure this. They work to create a strong sense of teamwork within the children and develop their ownership within their learning environment. The staff feel it is important that each area stays familiar as young learners need security and repetition in their learning environment to develop their knowledge and embed life skills. However it is important for the different areas to be enhanced and made exciting in order to capture the children's interest whilst still feeling familiar. Different areas at different times need to be adapted to suit the differing needs of the children and their interests. The staff uses their observations of the children to plan how they will change their environment. For example from their observations they noticed that a group of boys were very interested in soldiers and castles and they wanted to encourage this group of boys to do more independent writing, so role play area was turned into a castle. From their observations they had also noted the boy's fascination with torches so added those to the role play. The boys and all the other children were very excited by the new role play and were inspired to do lots of independent writing using writing frames and different writing tools. Debbie noted how the amount of independent writing increased and they especially enjoyed writing by torchlight. Debbie and her team consider it part of their professional development to keep the environment new and exciting in order to allow the children to be independent learners within the classroom.</p>	
Evidence and evaluation of difference to children and families	

Children are confident independent learners within the classroom shown through children's use of the environment.

Children are able to easily find the resources they need which they use appropriately to consolidate and extend their learning.

Contact details for more info

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