

Inclusive Ongoing Provision Guidance

LBBD Early Years

January 2026

**Barking &
Dagenham**



Inclusive Ongoing Provision

Children attending early years settings will have a range of needs and will be at different developmental stages.

It is vital that all ongoing provision is inclusive, which means that children who are at different developmental stages can access the provision, through engaging in independent play and exploration. This could mean that aspects of pre-school provision will need to be at an appropriate level for a child who has developmental delay, which could mean they are at the developmental stage of six months. These children may be exploring through their senses, mouthing and manipulating objects. In addition, the provision will need to meet the needs of children at 'expected' levels, who are extending their spoken language skills, cooperating with other children and extending their skills and knowledge of the wider world.

This guidance seeks to offer a range of ideas and explanations for learning opportunities for each of the expected pre-school activity areas that can be adapted for children at different developmental stages. The ideas are a starting point and can be adapted and extended as needed, for toddler and baby rooms.



Contents

- | | |
|---------------------------------------|----------------------------------|
| 3. Adult Interactions Audit tiers 1-3 | 41. Exploration & Heuristic play |
| 8. Parent Partnership | 43. Messy and Sensory |
| 10. Transitional Objects | 48. Music and Dance |
| 11. Enabling Environment | 50. Pretend Play |
| 13. Schemas and Fascinations | 53. Small World |
| 15. Book Area | 55. Sand |
| 17. Focus Stories, Rhymes and Singing | 57. Water |
| 23. Construction | 60. Sensory |
| 26. Technology - Cause & Effect | 66. Mathematics Everywhere |
| 27. Fine Motor | 68. Mud Kitchen |
| 31. Gross Motor | 70. Outdoor Sensory |
| 34. Mark Making, Media and Materials | 73. Summary |

This guidance is designed to be used as a reference tool. Practitioners can look at the pages that are relevant for ideas and to support their understanding.



Adult Interaction Audit Tiers 1-3

Practitioners are the most important 'resource' of any early year's environment. Practitioners create the emotional environment, build relationships with families and use their professionalism and expert knowledge to support and develop children's learning. Everyday back and forth interactions with all children at all developmental stages is core to the practitioner role.

The LBBD Adult Interaction Audit (tiers 1-3) include a range of strategies to support children's attention, communication and play development. Practitioners can progress through the audits and continue to extend the range of strategies they use with children. The resource can be used to self evaluate, for peer-on-peer support or for members of the leadership team to support their team's professional development.



Tier 1 Interaction skills		✓		✓
Interacts with all children			Comments on what child is doing	
At the child's level			Follows the child's lead	
Looks at child			Names objects when commenting	
Says child's name first			Says verbs (doing words) when commenting	
Use of visual cue/ gesturing with hands and/or visual cue object			Singing during group times and as part of routines	
Uses routine/set phrases in routines			Gives specific praise including good listening	
Uses positive facial expression and tone of voice			Reads stories to children during group time	

Tier 2 Interaction Skills	✓		✓
Use of toy/ object to gain attention		Use of comment, comment, comment, comment, open question	
Demonstrates instructions for child first		Removes distractions	
Use of transitional objects		Adapts length of sentence to child's understanding (child says 1 word, adult uses 2 words)	
Use of Makaton/ objects of reference		Repeats key words to support children to learn new words	
Gives children choices using objects		Checks child's understanding	
Refers to a visual schedule		Chunks conversations into smaller parts. (1. Coat on 2. Zip up 3. Hood up. 4. Walk outside)	
Encourages turn taking (play and communication)		Sings nursery rhymes and songs alongside children's play indoors and outdoors	
Observe, wait and listen		Models language (expand, model, recast)	
Listens more than talks and uses thinking time		Shares storybooks, comments on pictures, encourages children to comment on what they see.	

Tier 3 Interaction Skills	✓		✓
Recalling		Shares books throughout session, models and encourages prediction and summarising through open ended questions	
Uses now/next board to support transitions		Encourages children to make up own stories	
Uses 'ready steady go' or timer to encourage waiting		Setting challenge	
Praises waiting with visual communication		Intonation (tone of voice)	
Demonstrating		Varies loudness'/ quietness of voice to gain attention	
Encouraging		Modelling language of feelings & modelling asking for a regulation strategy	
Explaining		Gives specific praise throughout and explains why	
Exploring ideas and facilitating		Models social thinking aloud i.e., 'Tommy's bottle broke and now he is sad. When I am sad I...' or 'I can see everyone in the room is very quiet, that tells me I should keep my voice down'	
Modelling language and new vocabulary		Sings made up songs alongside play and encourages children to make up songs	

Parent Partnership

Supporting parent/carer understanding of how to use home learning to meet their child's needs, greatly improves children's learning and development. Visual displays that explain how children learn, and the strategies used in your setting, are a useful tool for key persons to use to support parental understanding.

National Literacy parent resources

<https://wordsforlife.org.uk/>

BBC Tiny Happy People

<https://www.bbc.co.uk/tiny-happy-people>

The centre for early childhood explainer series

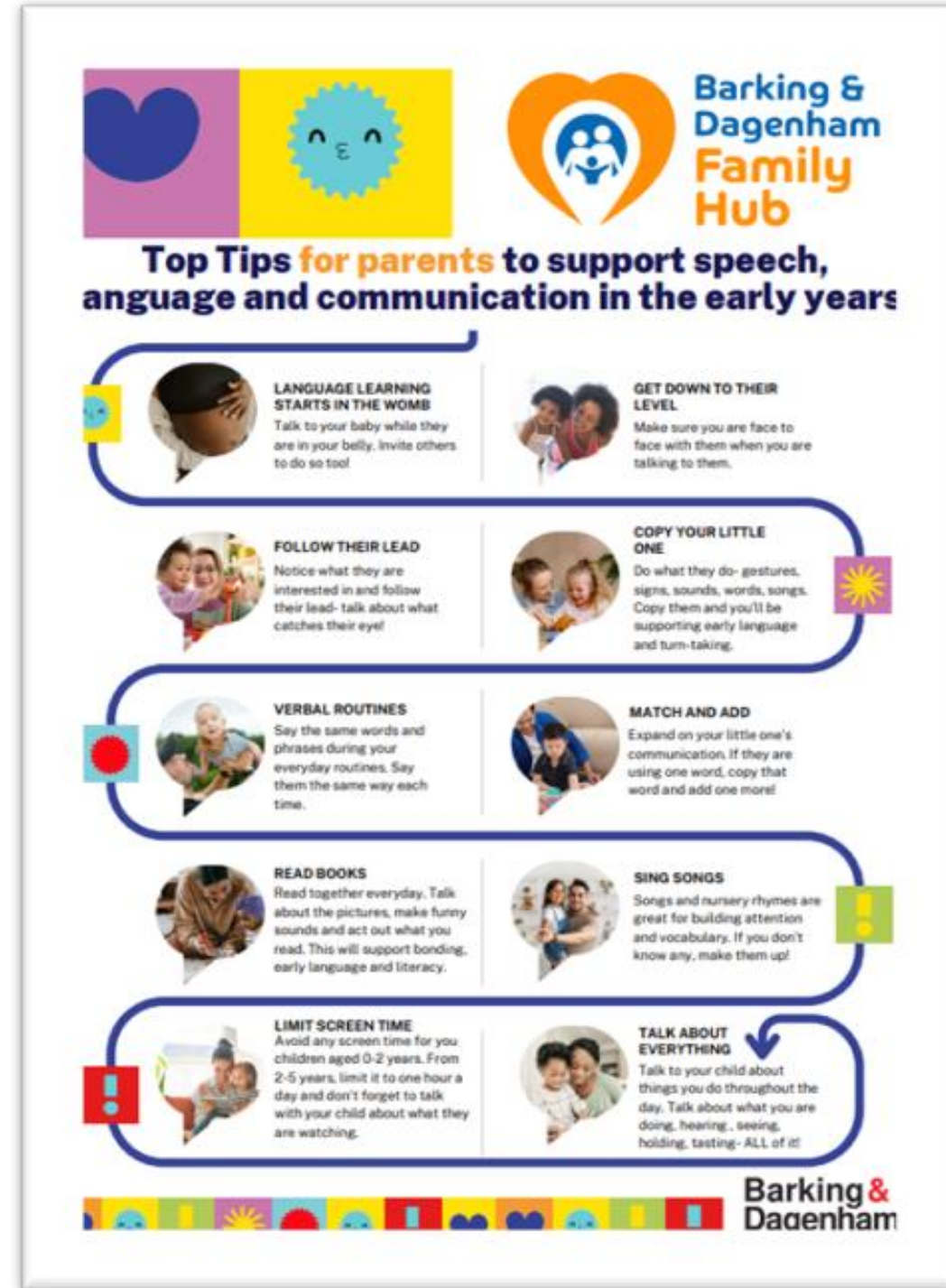
<https://www.youtube.com/playlist?list=PLtZT0xmZMt3WUbbE8uYOkfn2lvhWCZhXW>

Parent Partnership

Supporting parent/carer understanding of how to use interactions at home, will have a positive impact on children's attention, communication and play skills, leading to increased progress in all areas.



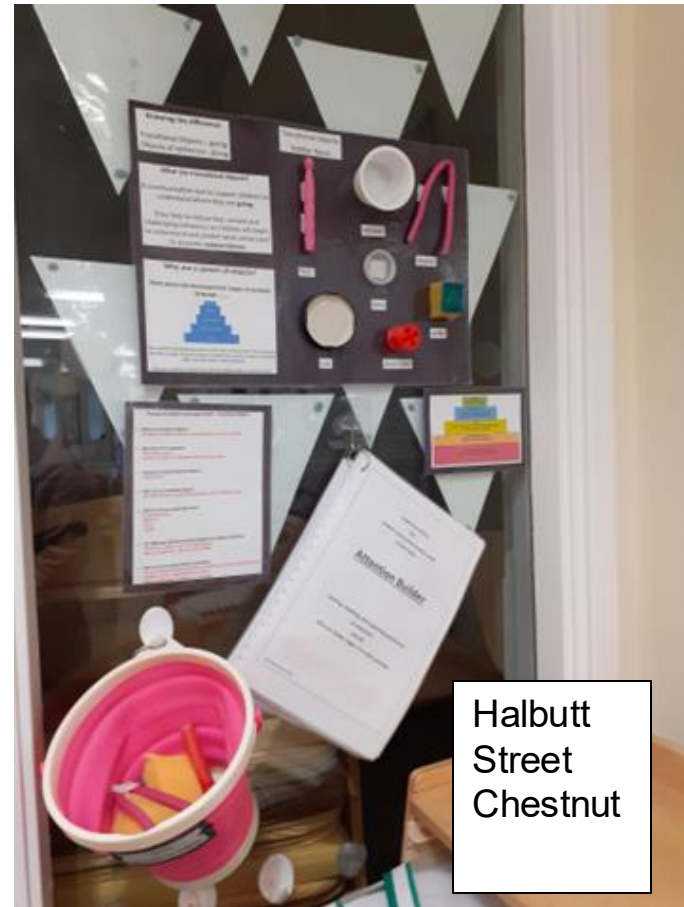
Childville St Johns



Transitional Objects

Visual displays that explain how children learn, and the strategies used in your setting are a useful tool for key persons to use to support parental understanding.

Transitional object displays



Enabling Environment



Arden House Chestnut



Childville St Johns

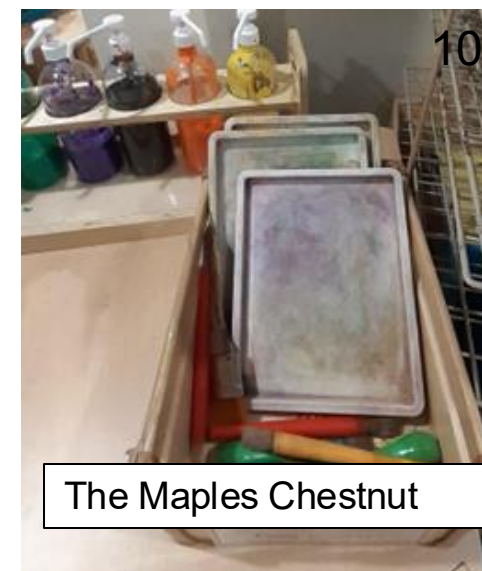


Childville Catterall Hall

Children benefit from having access to a 'calm area' with reduced sensory stimulation. Resources need to be organised, so, they are accessible for all children, with clear visual cues.



Halbutt Street Chestnut



The Maples Chestnut



Abbey Nursery



Enabling Environment learning objectives

Area of Learning	Development Stage	Learning Objective
Personal, Social and Emotional Development	By 12 months	Begins to assert choices
PSED	By 24 months	Managing-self – Begin to cooperate with familiar people/environments
PSED	By 36 months	Grow in independence, rejecting help, sometimes leading to frustration
PSED	3 – 4 years	Select and use activities and resources with help when needed, that will help them achieve their goal

Children's Schemas and Fascinations

12

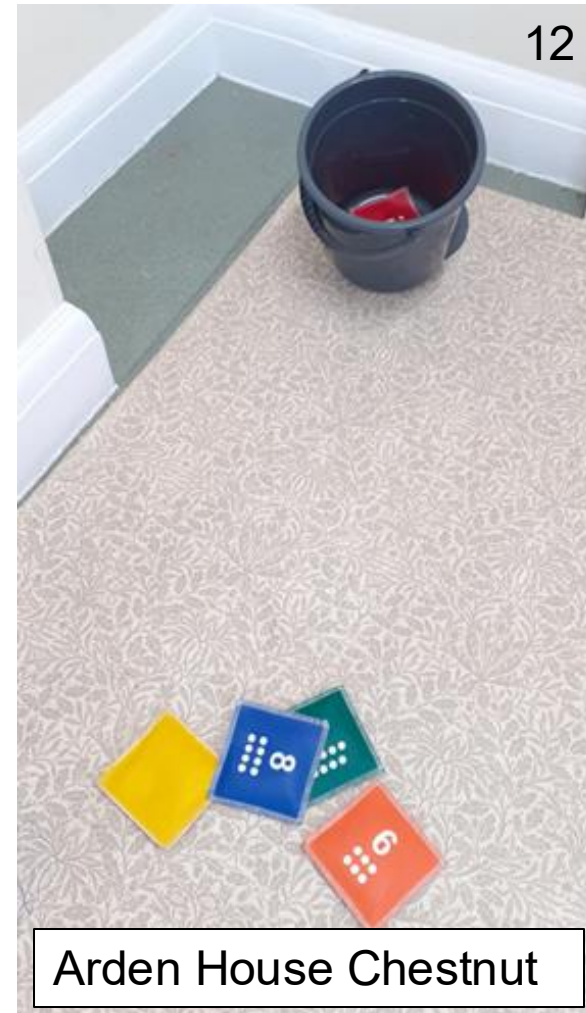
Children's interests should be included in provision every day. The whole curriculum can be provided through a particular interest, using existing resources creatively and by making new resources with found materials.



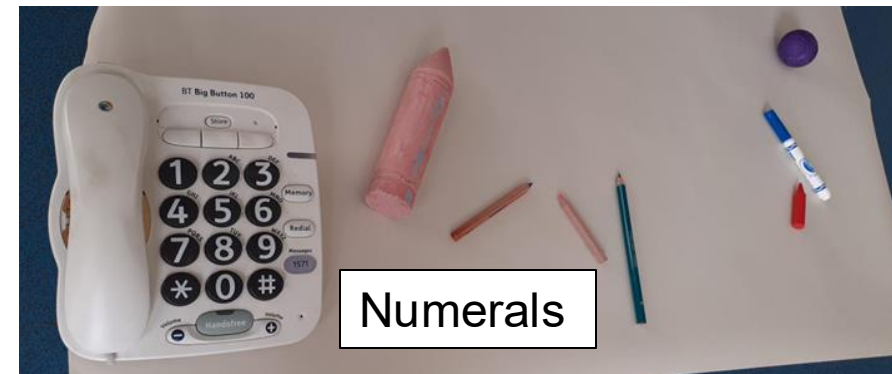
Barney Bears



Montesori & Me



Arden House Chestnut



Numerals

Children's Schemas and Fascinations learning objectives

Area of Learning	Development Stage	Learning Objective
Expressive arts & design	By 12 months	Responds to and engages with the world that surrounds them
Expressive arts & design	By 24 months	Engages in early pretend play such as pretending to feed self and dad
Expressive arts & design	By 36 months	Develops an understanding of how to create and use sounds intentionally
Expressive arts & design	3 – 4 years	Explores materials to develop ideas about how to use them and what to make

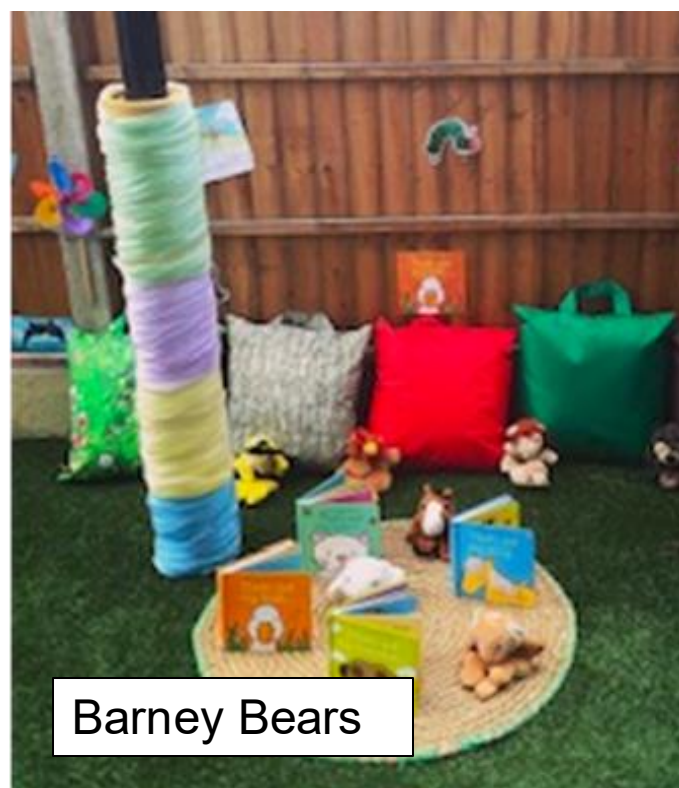
Book Area Indoors and Outdoors



Books and props



William Bellamy
Chestnut



Barney Bears



The Maples Chestnut

Quality books based on children's interests are important in engaging all children to interact with books. Books need to include a range of topics and levels so all children can access. Props support children to access the topics in books and can be explored and manipulated. Board and fabric books are more durable for children who are still learning to look after books.

Book Area learning objectives

Area of Learning	Development Stage	Learning Objective
Literacy	By 12 months	Enjoys looking at books and other suitable print with familiar adults
Literacy	By 24 months	Interested in and anticipates books and rhymes and may have favourites
Literacy	By 36 months	Listens to and joins in with stories and poems when reading one to one and in small groups
Literacy	3 – 4 years	Enjoys an increasing range of print and digital books, both fiction and non-fiction

[Read-only]

Focus Story



Planning through story ensures the curriculum is meaningful and easily adaptable for all children. Choosing stories that are simple, and engaging is vital in ensuring provision is exciting.



Focus Story learning objectives

Area of Learning	Development Stage	Learning Objective
Literacy	By 12 months	Enjoys songs and rhymes, tuning in and paying attention
Literacy	By 24 months	Begin to join in with actions and sounds in familiar song and book sharing experiences
Literacy	By 36 months	Fills in the missing word or phrases in known rhymes and stories
Literacy	3 – 4 years	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Focus Songs & Number Rhymes



Wind the Bobbin

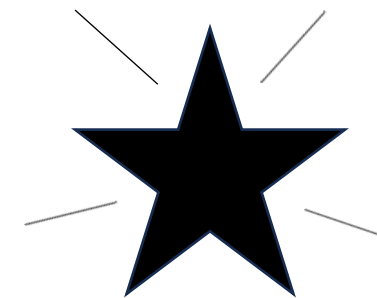


Row Row your Boat



Twinkle Twinkle Little Star

Choosing focus songs, action rhymes and number rhymes, some based on children's interests, that children can choose to sing every day, all day, will support children to become familiar with the rhythms, vocabulary and actions. Sharing these songs with parents and carers will increase the opportunity to practice at home. One or two songs can be changed every few weeks, to expand children's knowledge.



Twinkle Twinkle Little Star

Focus Songs & Number Rhymes learning objectives

Area of Learning	Development Stage	Learning Objective
Mathematics	By 12 months	Takes part in finger rhymes with numbers
Mathematics	By 24 months	Being aware of number names through enjoyment of action rhymes and songs that relate to numbers
Mathematics	By 36 months	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'
Mathematics	3 – 4 years	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Singing

Embedding singing in all parts of your setting's routine will support children's language and communication development.

Verbal routines, such as always singing the same song when handwashing are useful for all children.

The use of song bags with objects representing songs, supports children at different levels of understanding to access singing sessions.



The Maples Chestnut



Markyate Chestnut



Song bag



Singing learning objectives

Area of Learning	Development Stage	Learning Objective
Language communication	By 12 months	Making vocal sounds such as cooing and gurgling
Language communication	By 24 months	Listens to rhymes and songs and is beginning to join in with actions and vocalisations
Language communication	By 36 months	Identifies action words by following simple instructions e.g. show me jumping
Language communication	3 – 4 years	Uses sentences of 4-6 words and beginning to use correct tenses

Construction

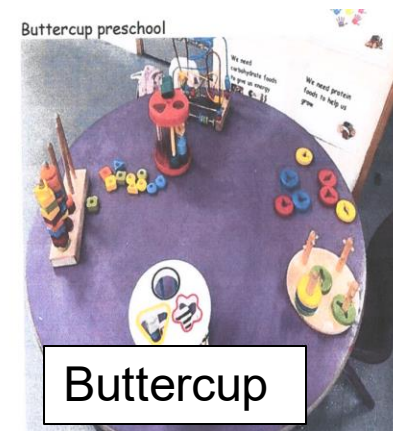


Large scale play opportunities support learning and development in all areas and at all levels of understanding.

Construction learning objectives

Area of Learning	Development Stage	Learning Objective
Physical development	By 12 months	Reach out and touch and begin to hold objects developing into being able to release the grasp
Physical development	By 24 months	Hands start to operate independently during a task that uses both hands, with each hand doing something different at the same time
Physical development	By 36 months	Show increasing control in holding, using and manipulating a range of tools and objects
Physical development	3 – 4 years	Handles tools, objects, construction and malleable materials safely and with increasing control and intention

Technology – Cause & Effect



Simple cause and effect toys and made resources should be available every day in all rooms. This allows children at all learning levels to access resources independently. These may need to be provided in more than one area at a time, to allow for solitary independent play and changed frequently to maintain interest.

Technology – Cause & Effect learning objectives

Area of Learning	Development Stage	Learning Objective
Understanding the world	By 12 months	Moves eyes, then head to follow objects
Understanding the world	By 24 months	Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning, poking
Understanding the world	By 36 months	Notice detailed features of objects in their environment
Understanding the world	3 – 4 years	Talk about what they see, using a wide vocabulary

Fine Motor in every area

Opportunities for the manipulation of objects by the fingers should be available in all activity areas, encouraging, squeezing, pinching, tearing, twisting, turning, gripping, holding, threading and pushing.



Kinderkapers



Barney Bears



Childville Catterall Hall



Montesorri & Me

Ensure a range of sensory materials are offered, including 'taste safe' materials for children who mouth resources.

Fine Motor in every area



Scissors and strips of paper and card



Riverside Explorers



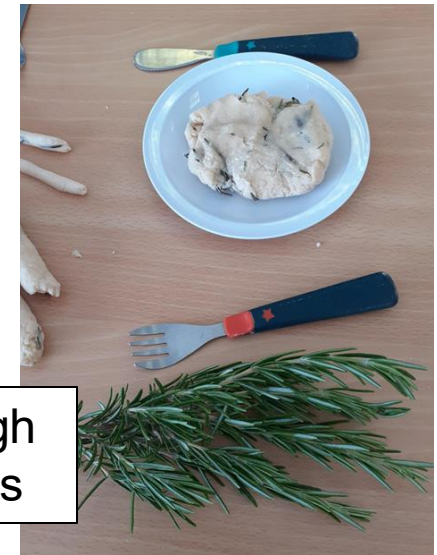
Green leaves to tear



Pipe cleaners and pasta tubes



Easy cut scissors



Playdough and herbs

Threading

Adaptations to support children at earlier stages of development

Place pieces of raw dried spaghetti, or pipe cleaners into the holes a colander, for threading of pasta tubes

Provide a variety of thicknesses of string to thread

Provide large threading dowls

Provide a mug tree, plastic mugs with handles, or rings to place onto the arms of the mug tree

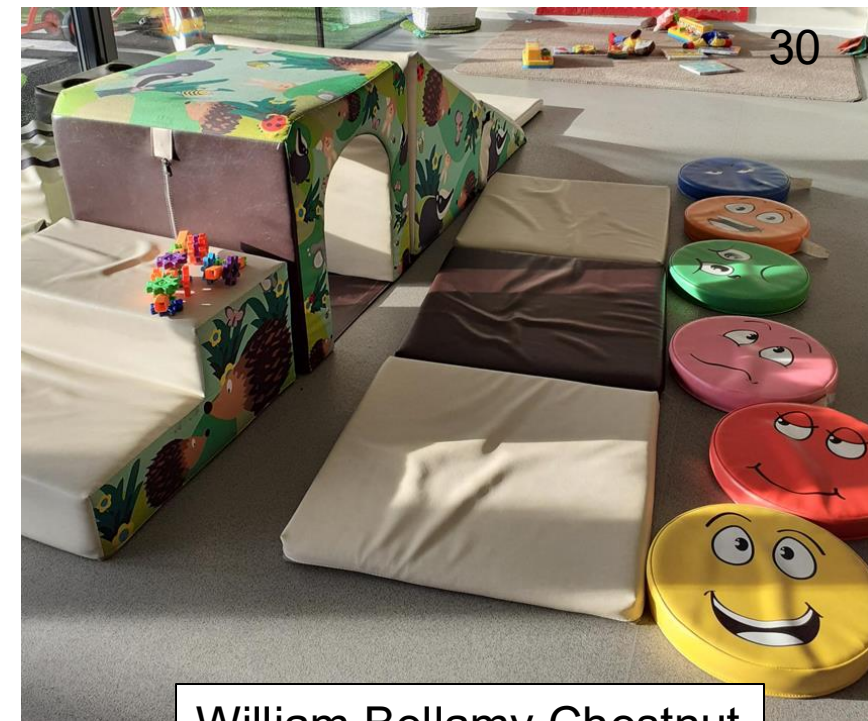
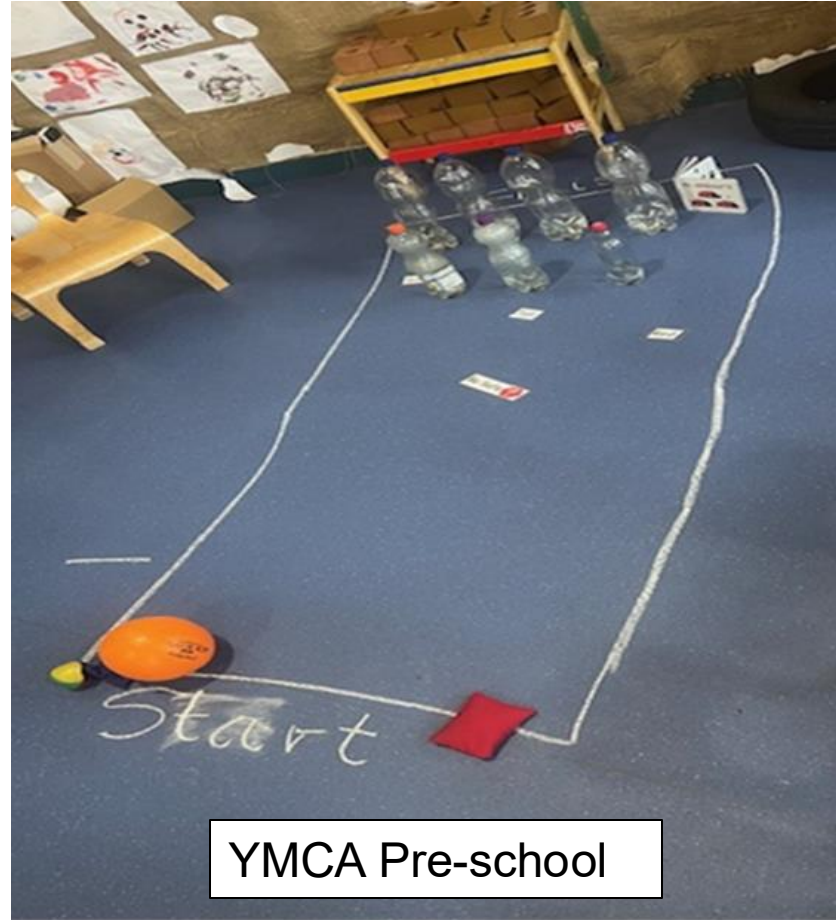
Bead frames

Fine Motor learning objectives

Area of Learning	Development Stage	Learning Objective
Physical development	By 12 months	Makes movements with arms and legs gradually becomes more controlled/moves hands together/legs together
Physical development	By 24 months	Pick up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them
Physical development	By 36 months	Show increasing control in holding, using and manipulating a range of tools and objects
Physical development	3 – 4 years	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves and ribbons

Gross Motor

Children need to move all day every day. Ensure there are varied opportunities to participate in open ended and structured large motor learning opportunities every day.



Gross motor games can be a good way of supporting children to extend their concentration, ability to wait for their turn, and understand repetitive phrases, especially if they learn by moving around the room frequently.

Ideas to support sensory needs, build play, attention and engagement

Area	Learning Opportunities
Gross motor	Walking on different surfaces; bubble wrap, paint, fine sandpaper, wet or dry sand, newspaper, corrugated card Ripping and breaking activities; bubble wrap, magazines, cardboard boxes, newspaper, tin foil Transporting activities; filling and emptying from milk containers using water, rice, sand, cornflour

Gross Motor learning objectives

Area of Learning	Development Stage	Learning Objective
Physical development	By 12 months	Belly crawling moves into crawling up on hands and knees
Physical development	By 24 months	Climbs inside, underneath, into corners and between objects
Physical development	By 36 months	Begin to understand and choose different ways of moving
Physical development	3 – 4 years	Develops ball skills of kicking, throwing, catching and rolling

Mark Making indoors and outdoors all day every day



Barney Bears

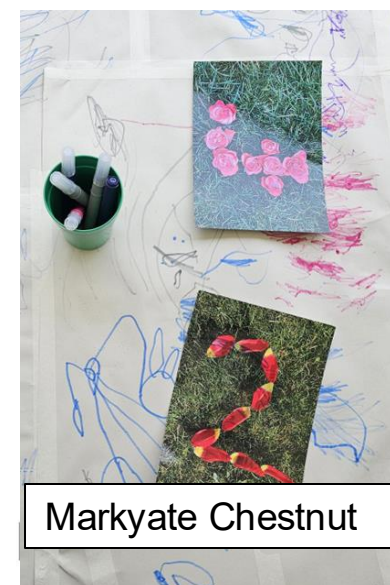


YMCA Pre-school



The Maples Chestnut

Providing a variety of materials and stimulus for children to explore mark making in all areas will encourage all children to develop their understanding of mark making and develop hand eye coordination. These learning opportunities are open ended, so all children can explore at their own developmental stage. Providing a variety of sizes of materials every day is essential, as children are at different stages of development, and some will need large scale mark making every day.



Markyate Chestnut



Halbutt Street Chestnut

[Read-only]

Media and Materials (paint every day, indoors and outdoors) 34



Some children will be at the oral sensory seeking stage of development. Using 'taste safe' alternatives for resources such as paint, enables children to explore and learn in a safe way. All edible alternatives need to be risk assessed, considering allergens and choking hazards.

'Taste Safe' Paint Recipe

What you need:

- 4 Tablespoons of cornflour (corn starch)
- Cold water
- 1 Cup of boiling water
- Liquid food colouring

1. In a medium saucepan, mix the cornflour with enough cold water to make a paste (not too runny).
2. Pour in 1 cup of boiling water and stir thoroughly so there are no lumps.
3. Turn on medium heat on the stove and mix. The mixture will start to change and you will notice some clear streaks forming in the mixture.
4. Spoon equal amounts into empty jars containers and add food colouring.

Mark Making learning objectives

Area of Learning	Development Stage	Learning Objective
Physical Development	By 12 months	Become adept at changing position from crawling to sitting to stop, pick up, handle and investigate objects
Physical Development	By 24 months	Enjoy the sensory experience of making marks in food, damp sand, (style) from prone (on tummy) position on the floor, often moving backwards before going forwards
Literacy	By 36 months	Distinguishes between the different marks they make
Literacy	3 – 4 years	Enjoy drawing freely

Media and Materials learning objectives

Area of Learning	Development Stage	Learning Objective
Expressive Arts and Design	By 12 months	Explore painting and a range of media, using fingers and other parts of their bodies as well as brushes and other tools
Expressive Arts and Design	By 24 months	Notice and become interested in the transformative effect of their action on materials and resources
Expressive Arts and Design	By 36 months	Experiment with ways to enclose a space, create shapes and represent actions, sounds and objects
Expressive Arts and Design	3 – 4 years	Draw with increasing complexity and detail

Mark Making Tools

Children will be at different stages of physical development so a range of mark making tools, need to be provided at the same time. Larger tools can be easier to manipulate for a children with less developed physical skills who are excited by covering large surfaces, and they will need to have the opportunity to practice all day every day, before they develop the muscles and control to use smaller mark making tools. Plastic tools can be easier for children with sensory sensitivities to hold, whilst triangular shaped short pencils can support children who are starting to be able to make smaller marks.



Hands and feet

Mark Making Tools learning objectives

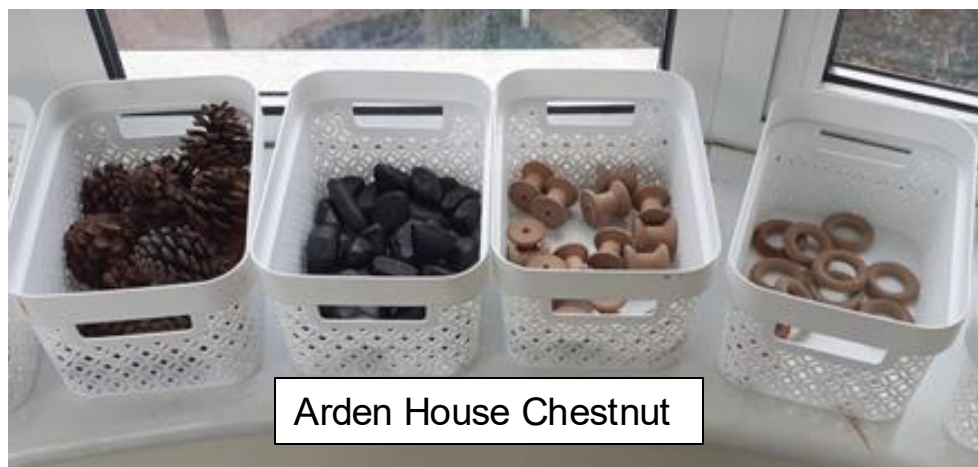
Area of Learning	Development Stage	Learning Objective
Physical Development	By 12 months	Reaches out for touch and begins to hold objects developing into being able to release grasp
Physical Development	By 24 months	Pick up object in palmer grasp and shakes, waves, bangs, pulls and tugs them between two hands while looking at them
Physical Development	By 36 months	Shows preference for a dominant hand
Physical Development	3 – 4 years	Creates lines and circles pivoting from the shoulder and elbow

Open Ended Heuristic Play and Loose Parts

Collections of containers and loose parts should be available for children to explore and follow their interests of filling, emptying, arranging, enclosing and transporting. Bought and found resources can be used. Establishing a clear storage system so children can access independently is important in encouraging children to explore and follow their own interests. Including a range of made and natural resources extends the sensory feedback children experience. The open-ended nature of this play, ensures all children can access, carefully chosen and risk assessed objects.



YMCA Pre-school



Arden House Chestnut



Containers &
loose parts



Open Ended Heuristic Play and Loose Parts learning objectives

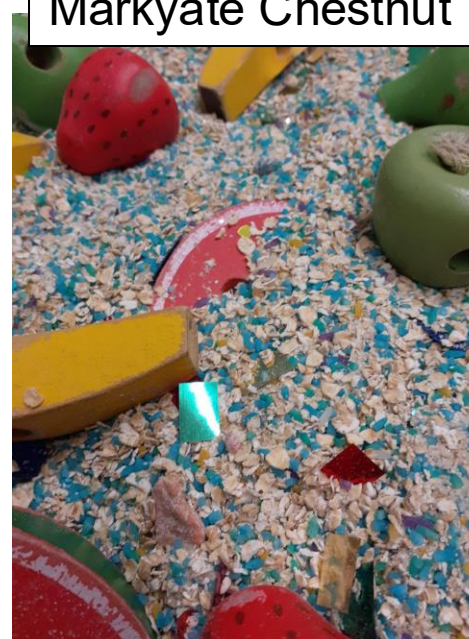
Area of Learning	Development Stage	Learning Objective
Mathematics	By 12 months	Combine objects like stacking blocks and cups, puts objects inside others and takes them out again
Mathematics	By 24 months	Enjoys filling and emptying containers
Mathematics	By 36 months	Predicts, moves and rotates objects to fit the space or create the shape they would like
Mathematics	3 – 4 years	Compares two small groups of up to five objects, saying when there are the same number of objects in each group

Messy and Sensory

Children learn through their senses and want to explore through tasting, touching, smelling and looking.



Providing different sensory messy play every day, that looks, smells and feels different, will catch children's attention, and encourage exploration, which promotes brain development and play skills.



Many older children will still be at a sensory level of exploration, including through mouthing, as the mouth is very sensitive. 'Taste safe' messy play ensures safety for all children to engage in messy play.

Messy and Sensory



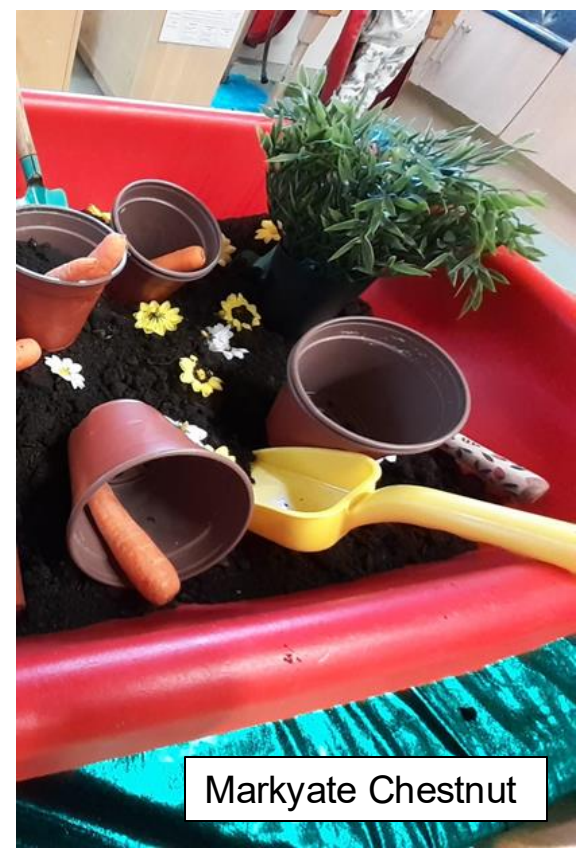
Montesori & Me



Dry and wet oats



YMCA Pre-school



Markyate Chestnut

Supporting Sensory Needs, Play, Attention and Engagement

Area	Learning Opportunities
Water & ice	Blocks of ice with different foods or objects inside Water balls; throwing them into a box, large tub, net or hoop
Paint & mark making	Spray bottle with washing up liquid or with watered down paint, large sheet outside on the wall for spraying or use a tuff tray. Different types of straws for blowing and sucking such as bubbles and blowing watered down paint
Sensory exploration	Hide and seek sensory tubs; materials needed; waterproof sheet, large tub/ bowl, objects to hide, pasta, jelly (gelatine free non pork jelly), rice or shredded paper Treasure/sensory baskets; balls, wooden spoons, sponges, feathers, coloured scarves, bells, bubbles and material Fidget and fiddle baskets containing poppers, chewing toys, sensory bottles, light up, fidget tubes, toys for squeezing and pulling
Chewing	Chewing station; to support chewing seeking behaviour; carrot sticks, melon without skin, toothbrushes, cucumber, sugar snap peas (close adult supervision to avoid choking)

Messy and Sensory learning objectives

Area of Learning	Development Stage	Learning Objective
Personal ,Social & Emotional Development (PSED)	By 12 months	Learn about their physical self through exploratory play with their hands etc
PSED	By 24 months	Enjoy playing alone, alongside/with others: experiments with cooperating
PSED	By 36 months	Select and use activities and resources with help when needed that will help them achieve a goal
PSED	3 – 4 years	Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things

'Taste Safe' Messy Play Provision Alternatives

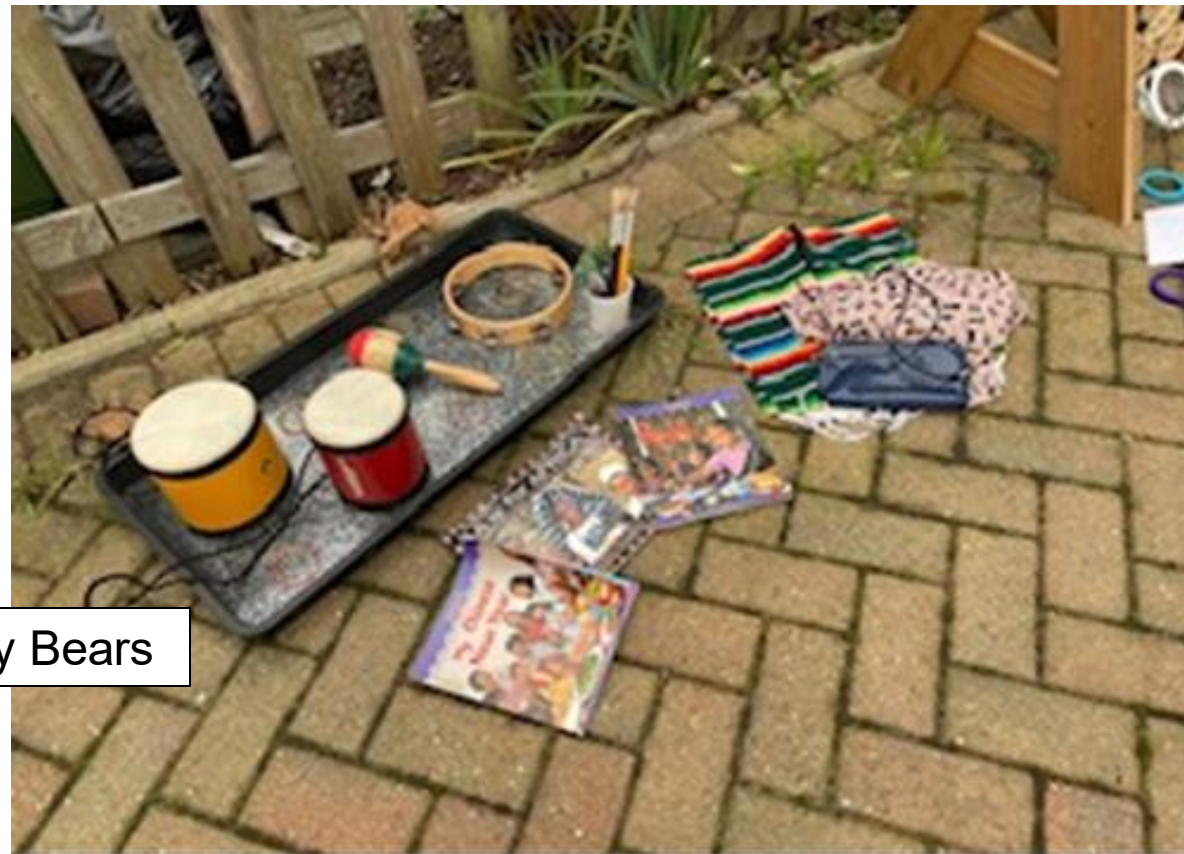
Activity	Ingredients	What to do
Dry sand	Bread, crackers, cereal	Blend in a food blender
Wet sand	Porridge oats and water	Mix them both together
Paint	Yoghurt and food colouring	Mix the food colouring and yogurt together
	Yoghurt and fruit	Blend the fruit in with the yoghurt

Music & Dance

Exposure to a range of multicultural music, including familiar music from home can support all children to feel comfortable and encourage communication and language development. Children should be encouraged to explore sound makers which can be easily adapted to their developmental stage.



Barney Bears



William Bellamy Chestnut

Music & Dance learning objectives

Area of Learning	Development Stage	Learning Objective
Expressive Arts & Design	By 12 months	Move and dance to music
Expressive Arts & Design	By 24 months	Express self through physical actions and sound
Expressive Arts & Design	By 36 months	Begin to describe sounds and music imaginatively, e.g., scary music.
Expressive Arts & Design	3 – 4 years	Creates sounds, movements, drawings to accompany stories

Pretend Play

Provide real resources that children will be familiar with from their homes and life experiences so they can copy and act out what they know.



Markyate Chestnut



YMCA Pre-school



Barney Bears

Real resources provide a wider variety of sensory experiences, textures, weights and material properties, especially useful for children at a sensory level of development.

Markyate Chestnut

ville Catterall



The Maples Chestnut

Pretend Play learning objectives

Area of Learning	Development Stage	Learning Objective
PSED	By 12 months	Explore confidently when they feel secure
PSED	By 24 months	Seeks out others to share experiences with
PSED	By 36 months	Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
PSED	3 – 4 years	Safely explore emotions beyond their own range through play and stories

Small World



The Maples Chestnut



Montesorri & Me



Riverside Explorers



YMCA Pre-school



Barney Bears

Including small world resources based on children's fascinations alongside a range of open-ended resources can encourage exploration and early play skills, alongside more elaborate pretend play scenarios.

Small World learning objectives

Area of Learning	Development Stage	Learning Objective
Mathematics	By 12 months	Responds to size, reacting to very big or very small items that they try to pick up
Mathematics	By 24 months	Uses blocks to create their own simple structures and arrangements
Mathematics	By 36 months	Beginning to compare and recognise changes in numbers of things, using words like ' <i>more</i> ' ' <i>lots</i> ' or ' <i>same</i> '
Mathematics	3 – 4 years	Understands and responds to and use language of position and direction

Sand

All children should have access to small and large scale sand play, indoors and outdoors every day. 'Taste safe' alternatives such as blended oats and cereal can be provided for children with a fixation with eating sand with adult supervision.



Markyate Chestnut



Barney Bears



The Maples Chestnut



Arden House Chestnut

Large scale sand play on the floor, can be an opportunity for children to begin to tolerate other children in their space. A range of open-ended resources and a sand kitchen will enable children to follow their interests, make links in their learning and think of new ideas.

Sand learning objectives

Area of Learning	Development Stage	Learning Objective
Physical development	By 12 months	Reach out for, touch and begin to hold objects, developing being able to release grasp
Physical development	By 24 months	Hands start to operate independently during a task that uses both, with each hand doing something different at the same time
Physical development	By 36 months	Shows increasing control in holding, using and manipulating a range of tools and objects
Physical development	3 – 4 years	Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely

Water

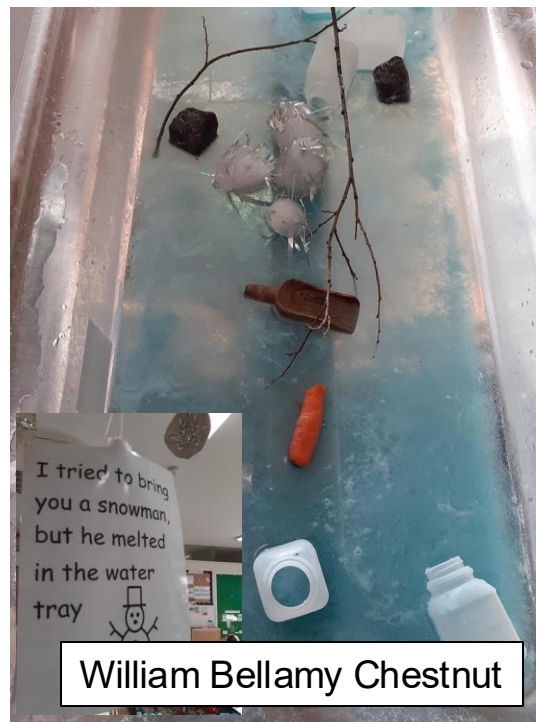
Water provision should be available every day, indoors and for most of the year outdoors. Many children at an early stage of development will be fascinated with water and may want to explore with their whole body.



Barney Bears



Montesorri & Me



William Bellamy Chestnut



Riverside Explorers



The Maples Chestnut

Settings need to consider how to provide water play, safely, with water being provided on the floor as well as at a water tray. Parent partnership is essential in agreeing how long a child can fully explore water play, with possibly wet clothes, before being changed into dry clothes.

Water learning objectives

Area of Learning	Development Stage	Learning Objective
Language, Communication and Play	By 12 months	Makes vocal sounds, such as cooing, gurgling
Language, Communication and Play	By 24 months	Attends to an activity of their own choice for about 3 minutes or sometimes longer
Language, Communication and Play	By 36 months	Interested in others' play, begins to join in and take turns
Language, Communication and Play	3 – 4 years	Can take turns in play and conversation with adults and children beginning to form friendships

Water Play Adaptions

(To support children at earlier stages of development)

Variety of interactive water toys

Tipping and pouring equipment of different sizes

Water wheels

Small individual tubs of water (for children that drink and spit)

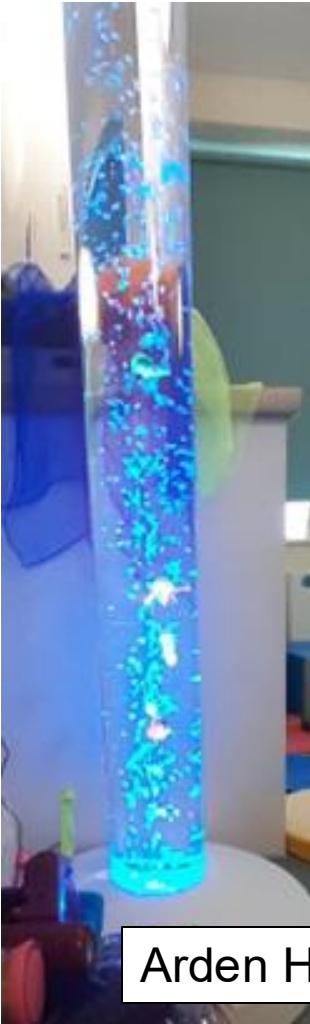
Trays of water at different levels to allow for pouring on floor

Provide opportunities for children to get wet as needed to explore motor sensory exploration of water (planned and risk assessed)

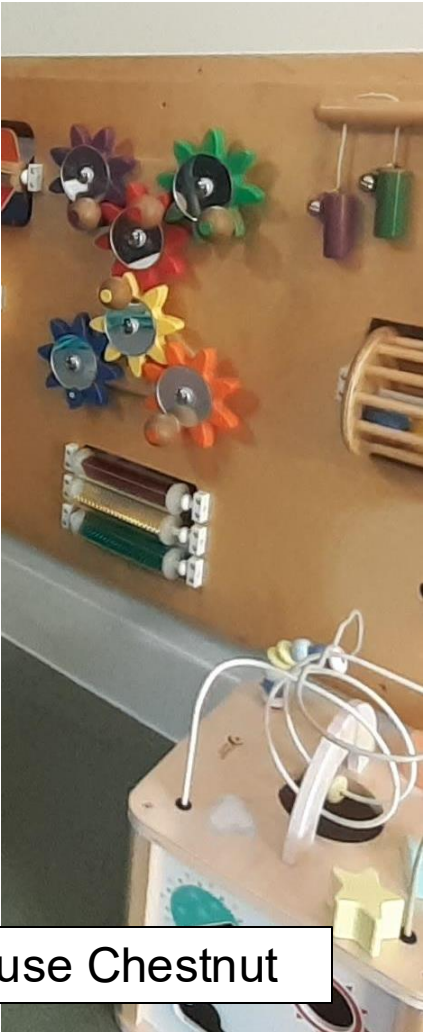


Providing a small or large sensory area will support all children's development and can be useful in supporting children's wellbeing, as distraction and time in an area that has a more controlled sensory environment can enable children to regulate emotions.

Sensory Area



Arden House Chestnut



Markyate Chestnut



The Maples Chestnut



Sensory Area learning objectives

Area of Learning	Development Stage	Learning Objective
PSED	By 12 months	Play confidently/ interacts with others whilst parent/carer close by
PSED	By 24 months	Begins to show 'effortful control' for example, waiting for a turn
PSED	By 36 months	Expresses a wide range of feelings in their interaction with others and through their behaviour and play
PSED	3 – 4 years	Demonstrates confidence and self-esteem taking risks and trying new things

Sensory Area Resources

Developing collections of resources with different textures and finishes that can be rotated in the sensory area, can provide new sensory experiences, to capture children's interest and develop their early play skills and sensory exploration.



Markyate Chestnut



Sensory exploration and new experiences make new connections in the brain and make the brain bigger. This will lead to more learning in all areas of learning for all children.

Curiosity Containers

Curiosity containers are a practical way of supporting joint attention and functional communication skills through play. Different containers can be filled with a variety of interesting resources, for adults and children to explore together for a few minutes.



Gascoigne Chestnut

Sensory Resources learning objectives

Area of Learning	Development Stage	Learning Objective
Expressive arts and design	By 12 months	Explore and manipulate different materials, using all their senses to investigate them
Expressive arts and design	By 24 months	Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression
Expressive arts and design	By 36 months	Enjoy and respond to playing with colour and textures in a variety of ways
Expressive arts and design	3 – 4 years	Explore materials to develop ideas about how to use them and what to make

Mathematics Everywhere!

Mathematics is in every part of a setting, in every activity area and in all parts of the routine. Providing resources in a variety of shapes, sizes and quantities enables children to explore and learn through play. Practitioners modelling mathematical vocabulary all day, every day supports children at all developmental stages to learn new concepts and words.



Markyate Chestnut



Halbutt Street
Chestnut



Barney Bears



Arden House Chestnut

Mathematics learning objectives

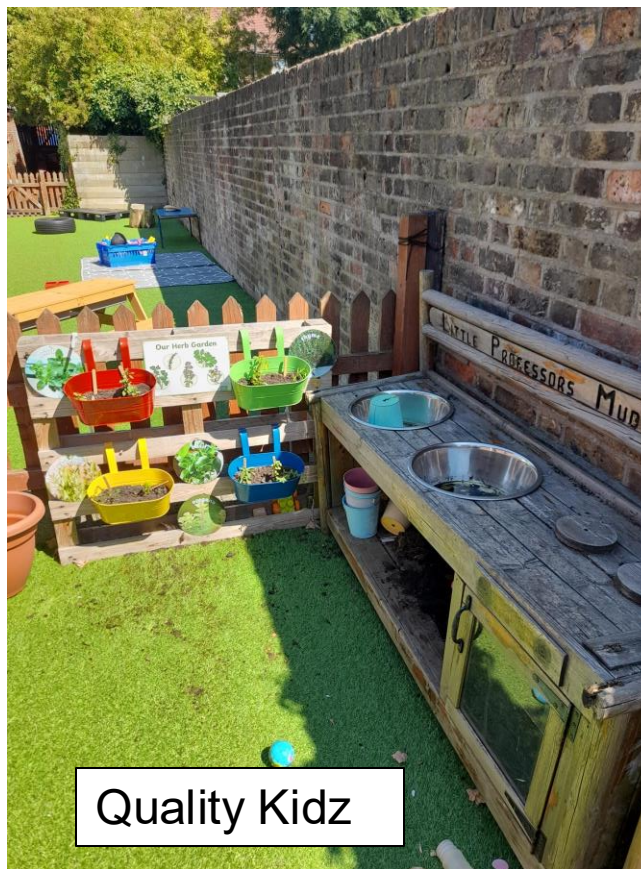
Area of Learning	Development Stage	Learning Objective
Mathematics	By 12 months	Explore differently sized and shaped objects
Mathematics	By 24 months	Enjoy filling and emptying containers
Mathematics	By 36 months	Explore differences in size, length, weight and compare sizes, weights, using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
Mathematics	3 – 4 years	Make comparisons between objects relating to size, length, weight and capacity

Mud Kitchen

Including a 'mud or nature kitchen' in ongoing outdoor provision, will support children's learning in the seven areas of learning, whilst enabling children to follow their own interests at their own developmental stage.



The Maples Chestnut



Quality Kidz



Barney Bears

67



William Bellamy Chestnut

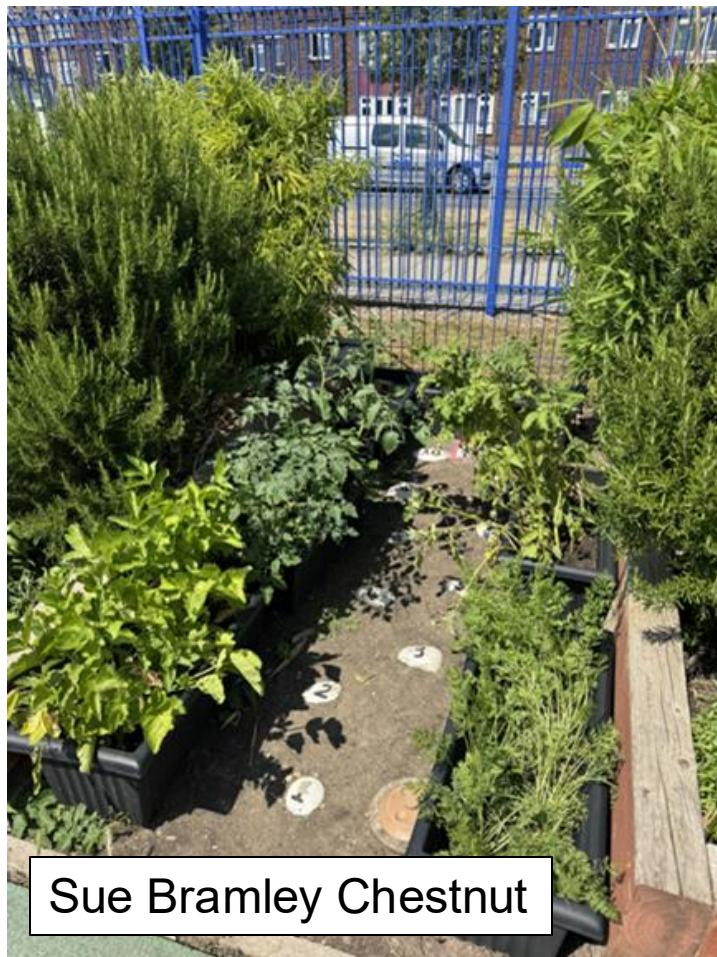
Providing a range of utensils and containers in a variety of materials and sizes supports sensory exploration at the same time as a developing mathematical understanding of comparison. The large-scale open-ended nature of the provision, ensures children can interact with and explore at their own developmental stage.

Mud Kitchen learning objectives

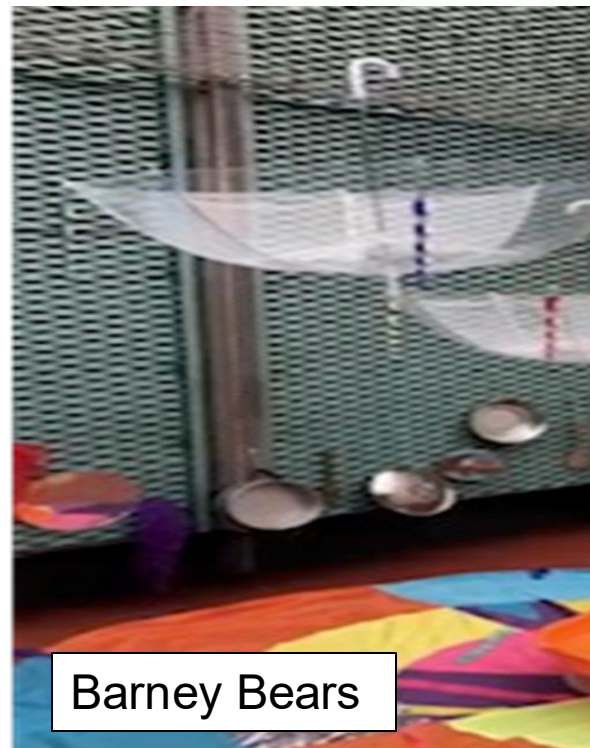
Area of Learning	Development Stage	Learning Objective
Communication & Language	By 12 months	Uses gestures such as waving and pointing to help communicate
Communication & Language	By 24 months	Can take turns in play and conversation with adults
Communication & Language	By 36 months	Beginning to use more complex sentences to link thoughts
Communication & Language	3 – 4 years	Begins to accept the needs of others, including sharing in play

Outdoor Sensory

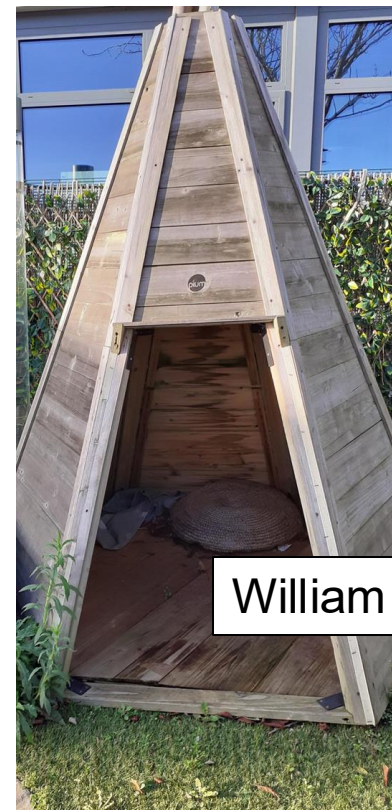
Developing sensory experiences outdoors is important in ensuring the development of an inclusive provision that supports both indoor and outdoor learning.



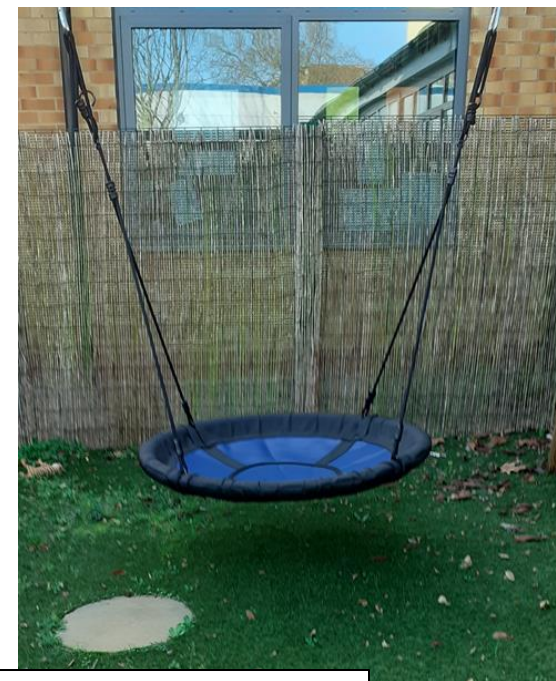
Sue Bramley Chestnut



Barney Bears



William Bellamy Chestnut



Using natural materials such as herbs, can provide a range of objects to explore through the senses, not only where they grow, but herbs can be added to water and messy play indoors and outdoors. This can be especially useful for children who explore through their mouth, as this will be a rich experience that is also 'taste safe' (all plants need to be risk assessed and safe.)

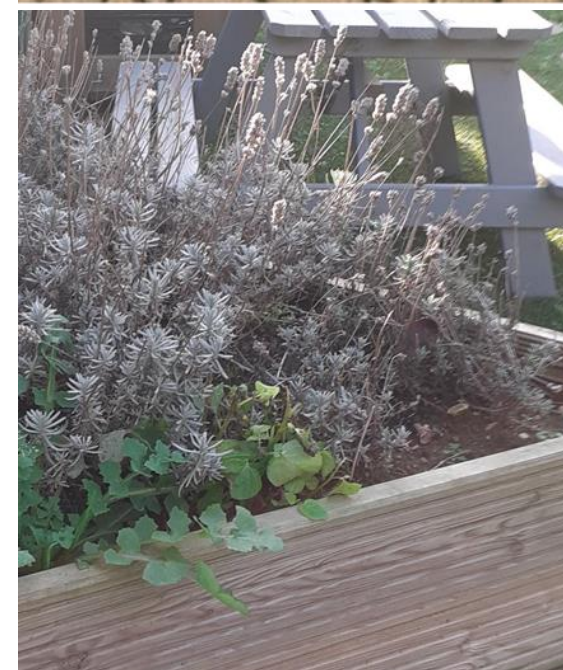
Outdoor Sensory



William Bellamy Chestnut



Barney Bears



Outdoor Sensory learning objectives

Area of Learning	Development Stage	Learning Objective
Understanding the world	By 12 months	Look around with interest, visually scanning the environment for novel, interesting objects and events
Understanding the world	By 24 months	Explores and responds to different natural phenomena in their setting and the local area
Understanding the world	By 36 months	Notices detailed features in their environment
Understanding the world	3 – 4 years	Talk about some of the things they have observed such as plants, animals, natural and found objects

Summary

- This guidance has provided an overview of the range of rich, high-quality learning opportunities and provision that is in place across many of our settings in LBBD.
- Children's needs, developmental stages, interests and strengths are the starting point for the development of quality ongoing inclusive provision.
- All activity areas must include aspects of provision that supports children at different developmental stages which they can access independently at the same time.



Thank you!

This guidance would not have been possible without the support of our LBBD Day Nurseries and Pre-Schools. The photographs of your provision are greatly appreciated and will inspire other settings to develop and sustain high quality learning environments for the youngest children in LBBD.

Childville St Johns Pre-school
Halbutt Street Chestnut Nursery
Rainbow Friends Nursery
Markyate Chestnut Nursery
Arden House Chestnut Nursery
Childville Catterall Hall Pre-school
The Maples Chestnut Nursery
Abbey Nursery
Barney Bears Day Nursery
Montesorri & Me Day Nursery

YMCA Pre-school
Kinder Kapers Too Pre-school
William Bellamy Chestnut Nursery
Buttercups Pre-school
Riverside Explorers
Leaping Toads Day Nursery
Gascoigne Chestnut Nursery
Quality Kiz Day Nursery
Sue Bramley Chestnut Nursery



This guidance will be reviewed yearly.

**Barking &
Dagenham**