**Ordinarily available provision in the environment - practitioner reflective practice**

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| **Practitioner name:** |  |
| **Date:** |  |
| **Are you considerate of the general noise levels within the rooms? Do you have quiet areas in which children choose to spend their time? Does this occur throughout the whole day or only during specific periods?** | |
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| **How do you support different communications systems within the room? Symbols, pictures, photographs, objects. Does this include a clear visual timeline that children can access?** | |
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| **How are your routines flexible to the needs of individual children? How do you support and engage children during transitions?** | |
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| **Can children move between the indoor and outdoor environments? Have you considered how restrictions on movement may affect individuals?** | |
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| **Are sensory opportunities available for individuals to explore within the environment? Sand, water, textiles, scented pouches, items of different weight to push, roll or throw, opportunities to climb or swing, ways to create sound or listen to the environment. Are there enough of each item provided for multiple children to access?** | |
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| **Areas for development** | |
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