

Background/ Rationale

— For the past 2 years we have been developing our outdoor play relating to risky benefit play and developing our knowledge and understanding of food; how and where it grows. The development of the ‘seed to table’ approach has given the children the opportunity to create their own community garden and produce fresh fruit and vegetables all year round. We use every opportunity for re-cycling to develop life skills and instill confidence in the outdoor environment linking this to the curriculum as a whole. Through planting, caring for and trying the fruits of their labor the children have developed a sense of pride and fulfillment in their outdoor learning and our ambition is that they are increasing their understanding of how to utilise, look after and contribute to their local environment.

Aim: By 2020 we will increase opportunities for 100% of our targeted group of children, enabling participation and flexibility of outdoor and risky play.

Innovation to date

- Staff built a tyre tower to help promote risky play and gross motor skills;



- Developed a wild flower garden where the children used tools

to build fence area along with a bug hotel

- Increased our planting opportunities

where children used the produce to make snacks;

- Making links with the wider

community to receive help and support for our project. Local construction site donated a work bench.



Supporting Evidence

Risky play is encouraged daily with children compiling their own risk assessment to help them understand the importance of and process of managing risks. Staff are observing more children being involved in outdoor play and increased enthusiasm for engaging in the range of outdoor play activities.

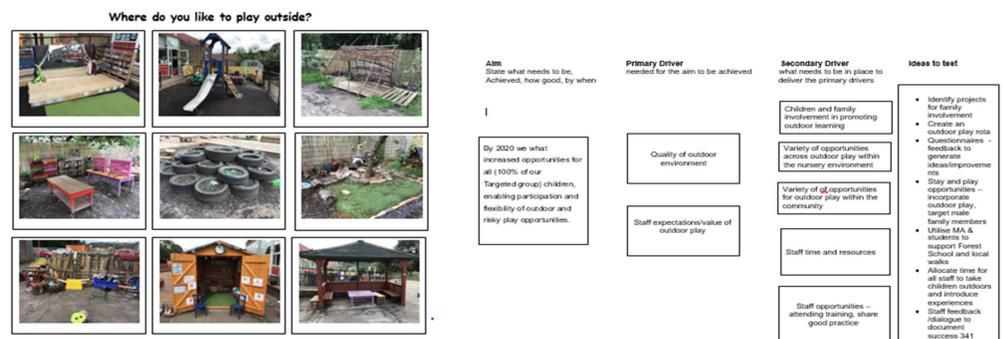


Staff engagement and enthusiasm has risen, with staff participating in more CPD to further embed their knowledge and understanding of the importance of outdoor play. Staff are reflective in their practice and now linking all areas of the curriculum to outdoor play. Our outdoor learning has moved away from bikes and slides, we have brought literacy to life through reenacting stories using the products which they have grown themselves and opportunities to develop numeracy are threaded through outdoor play opportunities.

Intergenerational learning has made a positive impact on our outdoor play experience. We have spent time at the local care home, helping to develop a sensory garden area and residents have in turn enjoyed our nursery garden with us.

Next Steps

Our innovation and improvement journey is ongoing for the academic year 2019-2020. We have devised pictorial questionnaires for the children to discuss areas of interest within our nursery garden and intend to use our findings to further develop and extend the opportunities the children have at present. Parental involvement is a high priority, we strive to have parents engagement at the heart of our nursery, providing parents with opportunities for them to share skills and learn from each other.



Summary of Learning

We found it essential to have staff fully on board and understand the importance of outdoor learning. They attended training to further embed their knowledge of delivering the curriculum outdoors.

Creating staff leadership areas has made a positive impact on the learning and play opportunities for the children.

Building networks and drawing on local knowledge and expertise has been essential.

Key Achievements to date

The children have developed problem solving skills through using size appropriate tools. They have a better understanding and willingness to try new foods as they have been involved in the whole process of planting and caring for them. The staff have pulled together to improve the outdoor area making it more aesthetically inviting for the children including introducing a

outdoor stage area with piano.

