

# Communication friendly environment audit

Enabling environment		
Points to consider	Current position and areas of strength	Future position and points to develop
<p><b>The learning environment</b></p> <ul style="list-style-type: none"> <li>• There is good lighting, including natural light.</li> <li>• The temperature is comfortable.</li> <li>• There are minimal visual distractions and clutter.</li> <li>• Colour schemes are chosen to create a calm atmosphere.</li> <li>• Noise levels are conducive to learning and background noise is minimal.</li> <li>• There are a variety of spaces both inside and outside.</li> <li>• The flow of movement reduces additional noise levels.</li> <li>• The positioning of activities has been considered in relation to the noise level they create.</li> <li>• There are quiet spaces for children to work independently or in a small group.</li> <li>• There are quiet spaces for listening to stories.</li> </ul>		

Points to consider	Current position and areas of strength	Future position and points to develop
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• The resources are clearly and consistently labelled with pictures or symbols.</li> <li>• Children can access resources independently and can see what is available to them.</li> <li>• The resources are linked to children's interests and provide opportunities to develop and extend play.</li> <li>• There are open-ended resources available that spark children's imagination and curiosity.</li> </ul>		
<p><b>Visual supports and displays</b></p> <ul style="list-style-type: none"> <li>• Displays support learning and are relevant to the children.</li> <li>• Where possible, displays are at child height.</li> <li>• Displays include visual prompts alongside writing.</li> <li>• Visual timetables are at child height and used throughout the day.</li> <li>• Pictures of staff are on display.</li> <li>• Routines are supported with photographs or symbols.</li> <li>• Objects, pictures and symbols are used to teach vocabulary and support with engagement in story time and other learning opportunities.</li> <li>• There are photographs of places the children can or will visit in the local environment.</li> <li>• There are photographs of the children available.</li> <li>• There are visual resources to support storytelling and singing activities.</li> </ul>		



Points to consider	Current position and areas of strength	Future position and points to develop
<p><b>Routines</b></p> <ul style="list-style-type: none"> <li>• Daily routines are supported visually.</li> <li>• Children are explicitly taught how to listen and supported with visual prompts.</li> <li>• There are opportunities for children to work in small groups and one to one with adults, at different tasks and at an appropriate level.</li> <li>• There are times throughout the day to read and reread favourite stories to children.</li> <li>• There are times throughout the day to say rhymes and sing songs with groups and individuals.</li> </ul>		



Positive communication

Points to consider	Current position and areas of strength	Future position and points to develop
<p><b>Practitioners</b></p> <ul style="list-style-type: none"> <li>• Have knowledge of language development.</li> <li>• Know the needs and language levels of each of the children and the best ways to communicate with them.</li> <li>• Can adapt their language to communicate with different children.</li> <li>• Give children strategies to say when they don't understand.</li> <li>• Give children time to respond.</li> <li>• Support language development by expanding on their talk (<b>Child:</b> 'Tractor' <b>Practitioner:</b> 'Big, red tractor') and modelling the correct language (<b>Child:</b> 'I goed beach' <b>Practitioner:</b> 'Oh lovely, you went to the beach').</li> <li>• Ask open-ended questions.</li> <li>• Encourage independence and self confidence.</li> <li>• Model language and appropriate communication behaviour, including taking turns in conversations.</li> <li>• Watch and listen before intervening.</li> <li>• Join in with the children's play.</li> <li>• Gain the children's attention before speaking.</li> <li>• Give specific praise to support listening and speaking.</li> <li>• Use visuals or gestures to support communication.</li> <li>• Use more comments than questions.</li> </ul>		

