









Supporting Outdoor Childcare Provision.

This guide is designed to show you the range of possibilities when designing or developing high quality outdoor childcare provision. The list provides examples of practice combined with site-specific and appropriate design. The images used below meet the specific site needs and are designed to give an indication of what can be done. *There is no one-size-fits all solution and they are not intended to be prescriptive or exhaustive.* The Out to Play guidance can be found here: <https://www.gov.scot/publications/out-play-practical-guidance-creating-outdoor-play-experiences-children/> and Care Inspectorate’s Early Learning and Childcare: Delivering High Quality Play and Learning Environments Outdoors Practice Note can be found here: http://www.careinspectorate.com/images/ELC_practice_note.pdf

Term	Description	Images of what it can look like			
Shelter	<p>A site-specific area outside that affords shelter – from rain or from sunshine or wind.</p> <p>It can be transient or permanent.</p> <p>Refer to <i>Out to Play – creating outdoor play experiences for children: practical guidance section 5.6</i> for more information.</p>				
Toilets and handwashing	<p>A requirement of <i>any</i> registered childcare setting. Depending on the site, built toilets, portable toilets or environmentally friendly composting toilets are all viable options, as long as they promote both privacy and dignity in how they are used. Refer to <i>Out to Play – creating outdoor play experiences for children: practical guidance section 5.5</i> and <i>5.6</i> for more information.</p>				
Loose Parts	<p>The use of junk and repurposed materials can support high quality outdoor play and learning through encouraging creativity and exploration. Preferably they should be made of natural materials to support curriculum outcomes, including Learning for Sustainability. Often they can be sourced free of charge. Guidance is available here: https://www.inspiringscotland.org.uk/publication/loose-parts-play/</p>				

Term	Description	Images of what it can look like			
Eating Outside	<p>Children can eat outside. Practice will dictate how this occurs and it can be enhanced by the outside physical space.</p> <p>Be mindful of issues arising from waste such as the use of plastics.</p> <p><i>"The environment where children eat does have an impact on positive eating experiences."</i></p> <p>Care Inspectorate <i>Setting the Table</i></p> <p>https://hub.careinspectorate.com/media/3241/food-matters-nurturing-happy-healthy-children.pdf</p>				
Clothing	<p>You may choose to provide the children attending the site with suitable clothing or you may provide your parents with a kit list.</p> <p>Consider waterproof and warm clothing and suitable footwear which could be welly boots.</p>				
Resting being alone or hiding area.	<p>Children need small spaces in their environment where they can be quiet and calm. This may be to rest, to have solitary time or time with a small group time or to use as a wee hidey hole.</p> <p>These can be built structures or temporary spaces such a pop tents or self-made dens.</p> <p>Refer to Refer to <i>Out to Play - creating outdoor play experiences for children: practical guidance section 5.7</i> for more information.</p>	