

Glasgow City Council

Outdoor Position Statement
Early Learning and Childcare



Thrive
outdoors

Remit

Create an action plan to support nurseries in developing quality outdoor learning environments for babies, toddler and children, incorporating the points below:

Create a position statement for Glasgow ELC on outdoor learning which encompasses risk/ benefit.

Identify how outdoor environments can be the perfect space for babies, toddlers and children to explore, gather information, and experiment.

Explore how outdoor learning environments should be designed with the same intentionality as indoor learning environments.

Explore how the outdoor environment should inspire and motivate all learners, and must accommodate the needs of babies, toddlers and children.


Identify how babies, toddlers and children can thrive within outdoor environments that support their individual and diverse development needs.

Creating effective outdoor learning spaces.





Four simple questions

- Why should we go outdoors?
 - How we go outdoors?
 - What we do when we are outdoors?
 - Where we go outdoors?
- 

The Why



Health and Social Care Standards
My support, my life.



A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND

FUNDING FOLLOWS THE CHILD AND THE NATIONAL STANDARD FOR EARLY LEARNING AND CHILDCARE PROVIDERS: OPERATING GUIDANCE



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SCOTLAND'S NATIONAL OUTDOOR PLAY & LEARNING POSITION STATEMENT

We will work together to embed playing and learning outdoors as an everyday activity and we will celebrate it as a fundamental part of growing up in Scotland.



INSPIRING SCOTLAND

"Target 2030"
A movement for people, planet and prosper

Scotland's Learning for Sustainability Action Plan 2023-2030



The Why



- Scotland's National Position Statement on Outdoor Play & Learning - Glasgow City Council is a founding signatory!
- Daily, high quality outdoor play experiences have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development.
- Young children are spending an increased number of hours in ELC creating a need for all settings to consider the quality and frequency of their outdoor play provision as a priority.
- Improving physical and mental health of our children and families in the future.
- Regular contact with nature can engender an appreciation and respect for biodiversity. It also connects children to their local community and sense of place, helping them to develop as responsible citizens committed to sustainability.
- Time spent outdoors on a daily basis benefits both children and practitioners.
- Advice from the Chief Medical Officer suggests that children under five should have 180 minutes of physical activity every day and that should include outdoor play.

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The Why

- Outdoor play is an essential part of developing children's holistic wellbeing and offers a wide range of learning opportunities. When children are attending settings for full days, at least part of that day should be spent outdoors. Indeed, it is our vision **that children in Scotland's ELC sector will spend as much time outdoors as they do indoors**. Wherever practical this should include the freedom of choice to move between indoor and outdoor spaces.
- **Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer.**
- As part of their funded entitlement, children should have the opportunity to spend time outdoors within a natural environment. We would define the natural environment as 'green space', which could include but not be limited to, wild landscapes such as woodlands, forests, beaches, hillsides but also public parks, gardens, and open green areas.



The Why

- Staff understand the importance of outdoor play for children's health and wellbeing, promoting sustainability and caring for the environment. The setting reflects a risk benefit approach to children's play, learning and development.
- Children can influence when they play outdoors every day and regularly explore a natural play and learning environment.
- Staff understand the positive impact rich, multi-sensory outdoor play and learning has on children's resilience, health and wellbeing. Children have uninterrupted time to become absorbed in their play and have fun.
- Staff have worked with parents to ensure that they understand the benefits of children enjoying riskier play.



Health and Social Care Standards

My support, my life.

The Why

- **Health and Social Care Standards**
 - 1.32 I play outdoors every day and regularly explore a natural environment.
 - 2.24 I make informed choices and decisions about the risks I take in my daily life.
 - 2.27 I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity
 - 5.22 I have enough physical space to meet my needs and wishes.

The Why



- Wellbeing is central to achievement and progress. Our aim is to become a nurturing city where nurturing principles and approaches are embedded in every playroom. We recognise that All Behaviour is Communication. An understanding and awareness of what we are communicating through our behaviours is essential in helping us understand what children are communicating.
- We recognise that the aspiration and the potential of Curriculum for Excellence 3-18, to provide all our learners with a holistic, coherent and future looking approach to learning, is yet to be fully realised.
- In Glasgow we continue to transform our 3-18 curriculum whilst ensuring this builds on the critical foundations developed from birth to three.
- **Transforming Glasgow's Pedagogy across every setting continues to be one of our greatest challenges to ensure a relentless focus on learning and teaching which must be at the heart of all our work. Our city is a place where we can harness learning outdoors, culture and heritage: broadening and deepening learner experiences.**

The How



The How



The What



- Wait to be invited to play.
- Enable play to occur uninterrupted.
- Enable children to explore their own values
- Leave children to develop skills at their own pace
- Leave the content and intent of play to the children.
- It is a process.
- Enable children to decide what is appropriate behaviour, within safe limits
- Only organise when children want support.

“The set-up of a space and how the resources are presented can affect how children perceive the play possibilities. With some groups of children, often those who are very young or who have additional needs, an invitation to play may be required. This needs to be undertaken sensitively to ensure children have freedom and autonomy over their play. It is not about directing play but opening the children’s minds to possibilities for creative explorations and investigations.”

<https://thriveoutdoors.org.uk/resource/loose-parts-play-toolkit/>

Play Themes

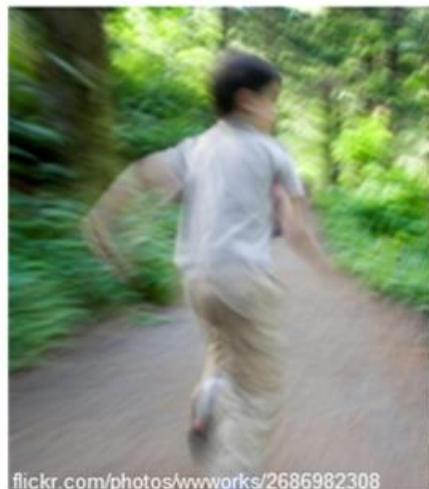


Play Themes



Risky Play

Six categories of risky play that children engage in



Speed



Height



Dangerous
Tools



Dangerous
Elements



Rough &
Tumble



Getting
Lost

The What



Investigating, exploring, helping, wondering, stomping, sliding, counting, measuring, talking, listening, looking, hearing, smelling, discovering

Make use of visuals such as choice boards and picture instructions so that children know what they can choose outdoors, exactly the same as they would have visuals indoors. Sometimes using the physical objects as a method of communicating what's available outdoors i.e. paintbrush or shells or recipes for the mud kitchen etc .

Outdoors spaces are labelled and the areas and equipment outdoors are inviting and enticing.

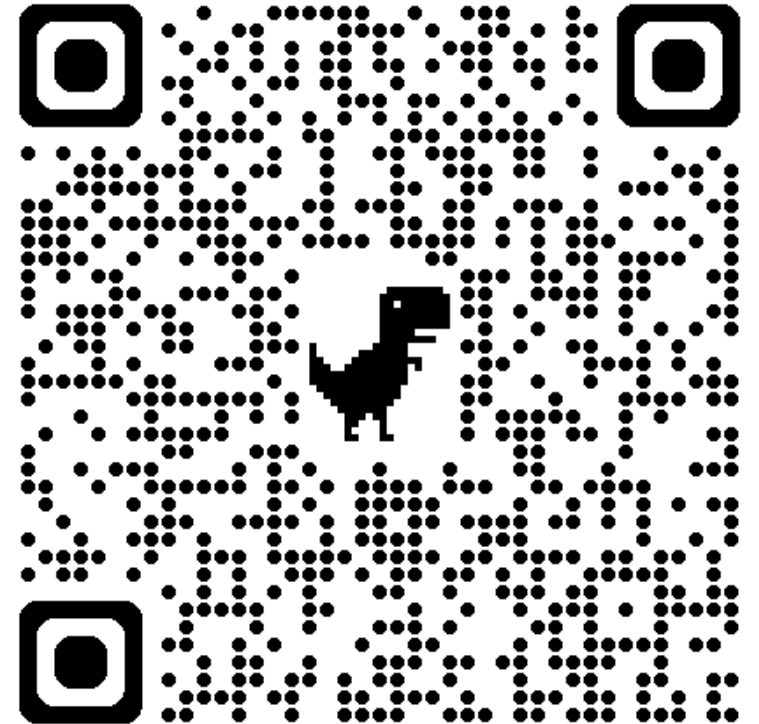




WE NEED YOU!

This is where we need YOU!!

https://jamboard.google.com/d/1ASybUgVM4RmPrHB58pCVtL241BeS6eGw-b_xe1ojpEk/edit?usp=sharing





Weather

Questions

1. Do we need a waterproof suit for every child?
2. What do we do if a child does not have appropriate footwear?
3. How do we ensure all staff are dressed appropriately for the weather?
4. How do we provide shelter?

Answers

1. No, but it can be a challenge during very wet weather to ensure the suits are dry in time for the next child.
2. Settings should have spare wellies for children.
3. Staff should wear their own warm layers as they would for any job. Additional waterproofs should be provided by the setting where possible.
4. Shelter is important for both children and staff. Particularly on days where there may be a really heavy shower and people just need 5 minutes out of a downpour. Temporary shelters can be effective in the rain but not so good for the wind.

Useful Links:

<https://creativestartlearning.co.uk/developing-school-grounds-outdoor-spaces/permanent-shelters-in-school-grounds/>

Glasgow Outdoor Leaders



Why we applied?

- We all really enjoy being outside
- We were passionate about learning new outdoor skills
- Grew up always being outdoors
- To update personal knowledge and skills



“How the course impacted us”

- Built our confidence in providing learning experiences in all areas such as risky play and maths.
- Professionally built our confidence in speaking to other people about the outdoors
- How to use and apply loose parts effectively
- Shared learning community through group chats that go beyond the course itself
- Gave skills to support other staff outdoors in our establishments
- Training over extended period gave us the ability to apply knowledge then share, getting feedback and solutions to problems
- Can now confidently explain to parents the benefits of outdoors and answer questions



Impact on the children

- More independent and better ability to risk assess themselves
- More resilient, engaged and focused
- More creative, using their imagination with loose parts
- Better communication with their peers
- Have a better awareness of the world around them
- Better learning opportunities available
- Parents more active about their children's learning

“Things we’d like to do now”

- Keep a network and pass information on to other nurseries
- Create a forum for people to get in touch
- Share ideas with practitioners
- Meeting and working with future cohorts



Outdoor Early Learning Environments Working Group

Chair -

Mairi Ferris / Liz Kerr

Members :

Gillian Pollok-Ogden Head Rowena Nursery

Angela McConalogue Head Lyoncross Nursery/PT3

Karen O'Hara Head Adelphi Nursery

Audrey O'Hagan CDTL Barlanark FLC

Mandy McClymont CDTL Jimmy Dunnachie FLC

Kimberley Johnstone Depute Elmcroft Nursery

Jacqueline Burns CDTL Mount Florida NC

Mary Cumming CDTL Nithsdale Road Nursery