

COMMUNICATION RICH LEARNING ENVIRONMENTS

An Audit/Screening Tool

Aims

- Quality measure/kite mark for settings to work towards as part of a wider locally recognised accreditation process
- Using information already obtained by settings from **FCCERS**
- Focus on specific elements relating to communication & language development
- Quality achievement scores = 5-7 only



FCCERS	Never	Some-times	Often	All the time
Space and Furnishings (p.14):				
Does indoor space take account of communication friendly factors such as: noise levels/access to natural light/muted colours/limited clutter/natural and textured objects?				
Are soft furnishings/soft toys accessible across much of childcare space? (<i>SOFTNESS – p.18</i>)				
Are items displayed at child's eye level and does Childminder talk to children about their work? (<i>DISPLAY – p.20</i>)				
Are spaces available for children to play in small groups or be alone or to build/play in dens? (<i>PRIVACY – p.21</i>)				
FCCERS				
Personal Care Routines (p.22):				
Does Childminder manage transition times sensitively?				
Does Childminder maximise use of these times as language learning opportunities: singing songs/saying rhymes/clapping rhythms/listening for environmental sounds?				
Does Childminder promote meal/snack times as a pleasant communication experience for all? (<i>SNACKS p.24</i>)				
Does Childminder model turn-taking during mealtimes?				
Does Childminder model conversational strategies such as listening/waiting/pausing?				
Does Childminder model new words during snack-time related to current experiences of child, supporting with real objects/pictures/signs?				
Does Childminder model oral motor skills/mouth movements through biting/chewing?				
FCCERS				
Listening and Talking (p.32):				
Does Childminder maximise all opportunities during the day in play and routines to encourage children to communicate, using ECaT strategies such as indirect commentary/labelling objects/reducing questions, especially closed questions?				
Does Childminder talk about and model a wide range of vocabulary, including feelings and emotions/nouns and adjectives/verbs?				
Does Childminder model non-verbal communication positively, using a range of facial expressions/signing/gesture?				
Does Childminder link language she uses to the interests of the child?				
Does Childminder adapt her own language to the level appropriate to child's current development?				
Does Childminder recast and model words back to child accurately and consistently?				

FCCERS Helping Children Use Language (p.33):	Never	Some- times	Often	All the time
Is Childminder responsive to all attempts by child to communicate during the day, including non-verbal ones?				
Does Childminder respond in a timely and generally positive manner to children's communicative attempts?				
Does Childminder encourage adult-child and child-child communicative interactions?				
Does Childminder repeat and imitate early strings of sound back to children?				
Does Childminder model turn-taking in early pre-conversation interactions?				
Does Childminder use strategies of extending and expanding to scaffold/support developing spoken language skills?				
Does Childminder use questions appropriately and at the right level, with more open-ended questions to encourage more complex responses?				
Does Childminder model a good balance between listening and talking (waiting 7 seconds/indirect commentary/active listening)				
FCCERS Using Books (p.34):	Never	Some- times	Often	All the time
Does Childminder use strategies from Dialogic Book Sharing to make book times interactive and an active language learning experience?				
Are books displayed/changed appropriately so that children can select favourites?				
Are books available for 'over and over' use to maximise language learning?				
FCCERS Music and Movement (p.40):	Never	Some- times	Often	All the time
Does Childminder sing/share rhymes with children frequently?				
Does Childminder encourage children to show enjoyment of music through body movements/clapping/dancing etc.?				
FCCERS Dramatic Play/Maths/Number (p.42-44):	Never	Some- times	Often	All the time
Does Childminder talk about and use language of numbers and mathematical concepts frequently at the right level for the children?				
Does Childminder facilitate imaginary/role play through modelling appropriate language?				
FCCERS Adult/Child Interactions (p.57-59):	Never	Some- times	Often	All the time
Does Childminder promote and model positive social interactions between themselves and the children, using verbal and non-verbal means?				
Does Childminder ensure that all children share regular meaningful interactions with adults?				
Does Childminder ensure that all children experience working and playing together regularly?				