

Shared Vision and Values for Outdoor Play in the Early Years



All children have the right to experience and enjoy the essential and special nature of being outdoors

Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences



Knowledgeable and enthusiastic adults are crucial to unlocking the potential of outdoors

The core values for high quality outdoor experiences for young children

1. Young children should be outdoors as much as indoors and need a well-designed, well-organised, integrated indoor-outdoor environment, preferably with indoors and outdoors available simultaneously.
2. Play is the most important activity for young children outside.
3. Outdoor provision can, and must, offer young children experiences that have a lot of meaning to them and are led by the child.
4. Young children need all the adults around them to understand why outdoor play provision is essential for them, and adults who are committed and able to make its potential available to them.
5. The outdoor space and curriculum must harness the special nature of the outdoors, to offer children what the indoors cannot. This should be the focus for outdoor provision, complementing and extending provision indoors.
6. Outdoors should be a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.
7. Young children must have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and with the community.
8. Young children should have long periods of time outside. They need to know that they can be outside every day, when they want to and that they can develop their ideas for play over time.
9. Young children need challenge and risk within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others.
10. Outdoor provision must support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences. Young children should participate in decisions and actions affecting their outdoor play.

What is the Shared Vision and Values?

Led by the national school grounds charity, [Learning through Landscapes](#), the Vision and Values Partnership brought together leading thinkers, pedagogues and organisations from across the early years sector. The Partnership worked together to create a set of statements that would exemplify the importance they all placed on offering young children opportunities to learn and play outdoors, to connect with the natural world and to use outdoors as a context for developing strong relationships with adults and other children.

The Vision and Values document was first published by Nursery World magazine; revised in 2008, it has since been reproduced across a wide range of media and through all of the Partnership members. It now forms part of the Early Years Foundation Stage guidance and directly informs Play Learning Life CIC's early years work.

The Vision and Values were originally developed and are endorsed by

Bexley Council	Diane Rich, Rich Learning Opportunities
Early Childhood Forum	Early Education
ESTYN (HMI Education and Training in Wales)	ESIS (Wales)
Grounds for Learning	Helen Bilton, author and consultant
Integrated Inspection Scotland	Kent Council
Learning through Landscapes	Margaret Edgington, author and consultant
Marjorie Ouvry, author and consultant	Mindstretchers
Welsh Assembly Government (was the National Assembly)	National Day Nurseries Association
Neath Port Talbot Council	Nursery World magazine
Paddy Beels, Wingate Family Centre	Pre-school Learning Alliance
Sightlines Initiative	Stirling Council
Sue Humphries, author and consultant	Thomas Coram Institute
West Sussex Council	

In 2008, the following joined the Partnership to refine the statements and agree collaborative ways to work together to promote the importance of outdoor learning and play

Angela Anning, author, consultant, academic	Asquith Day Nurseries
Peter Carne OBE	The Council for Learning Outside the Classroom
Jenny Doyle, Forest Schools	Julian Grenier, academic and consultant
Gail Ryder Richardson, Outdoor Matters!	Play England
Surrey County Council	Helen Tovey, academic and author
Trio Childcare Connections	Jan White, author and consultant

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A Rationale for Outdoor Learning and Play in the Early Years

- 1. Young children should be outdoors as much as indoors and need a well-designed, well-organised, integrated indoor-outdoor environment, preferably with indoors and outdoors available simultaneously.**

Outdoor provision is an essential part of the child's daily environment and life, not an option or an extra. Each half of the indoor-outdoor environment offers significantly different, but complementary, experiences and ways of being to young children. They should be available simultaneously and be experienced in a joined-up way, with each given equal status and attention for their contribution to young children's well-being, health, stimulation and all areas of development.

Outdoor space must be considered a necessary part of an early years environment, be well thought through and well organised to maximise its value and usability by children and adults, and design and planning must support developmentally appropriate practice, being driven by children's interests and needs.

- 2. Play is the most important activity for young children outside.**

Play is the means through which children find stimulation, well-being and happiness, and is the means through which they grow physically, intellectually and emotionally. Play is the most important thing for children to do outside and the most relevant way of offering learning outdoors. The outdoor environment is very well suited to meeting children's needs for all types of play, building upon first-hand experiences.

- 3. Outdoor provision can, and must, offer young children experiences that have a lot of meaning to them and are led by the child.**

Because of the freedom the outdoors offers to move on a large scale, to be active, noisy and messy



and to use all their senses with their whole body, young children engage in the way they most need to explore, make sense of life and express their feeling and ideas. Many young children relate much more strongly to learning offered outdoors rather than indoors.

All areas of learning must be offered through a wide range of holistic experiences, both active and calm, which make the most of what the outdoors has to offer.

Outdoor provision needs to be organised so that children are stimulated, and able, to follow their own interests and needs through play-based activity, giving them independence, self-organisation, participation and empowerment. The adult role is crucial in achieving this effectively.

4. Young children need all the adults around them to understand why outdoor play provision is essential for them, and adults who are committed and able to make its potential available to them.

Young children need practitioners who value and enjoy the outdoors themselves, see the potential and consequences it has for young children's well-being and development, and want to be outside with them. Attitude, understanding, commitment and positive thinking are important, as well as the skills to make the best use of what the outdoors has to offer and to effectively support child-led learning; the adult role outdoors must be as deeply considered as that indoors. Practitioners must be able to recognise, capture and share children's learning outdoors with parents and other people working with the child, so that they too become enthused. Cultural differences in attitude to the outdoors need to be understood and worked with sensitively to reach the best outcomes for children.

5. The outdoor space and curriculum must harness the special nature of outdoors, to offer children what the indoors cannot. This should be the focus for outdoor provision, complementing and extending provision indoors.

The outdoors offers young children essential experiences vital to their well-being, health and development in all areas. Children who miss these experiences are significantly deprived.

Outdoors, children can have the freedom to explore different ways of 'being', feeling, behaving and interacting; they have space -physical (up as well as sideways), mental and emotional; they have room and permission to be active, interactive, messy, noisy and work on a large scale; they may feel less controlled by adults.

The real contact with the elements, seasons and the natural world, the range of perspectives, sensations and environments - multi-dimensional and multi-sensory, and the daily change, uncertainty, surprise and excitement all contribute to the desire young children have to be outside. It cannot be the same indoors; a child cannot *be* the same indoors - outdoors is a vital, special and deeply engaging place for young children.

6. Outdoors should be a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.

Outdoor provision can, and should, offer young children an endlessly versatile, changeable and responsive environment for all types of play where they can manipulate, create, control and modify. This offers a huge sense of freedom, which is not readily available indoors. It also underpins the development of creativity and the dispositions for learning. The space itself as well as resources, layout, planning and routines all need to be versatile, open-ended and flexible to maximise their value to the child.

7. Young children must have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and with the community.

Through outdoor play, young children can learn the skills of social interaction and friendship, care for living things and their environment, be curious and fascinated, experience awe, wonder and joy and become 'lost in the experience'. They can satisfy their deep urge to explore, experiment and understand and become aware of their community and locality, thus developing a sense of connection to the physical, natural and human world.

A particular strength of outdoor provision is that it offers children many opportunities to experience the real world, have first-hand experiences, do real tasks and do what adults do, including being involved in the care of the outdoor space. Settings should make the most of this aspect, with connected play opportunities.

An aesthetic awareness of and emotional link to the non-constructed or controlled, multi-sensory and multi-dimensional natural world is a crucial component of human well-being, and increasingly absent in young children's lives. The richness of cultural diversity is an important part of our everyday world; this can and should be explored by children through outdoor experiences. Giving children a sense of belonging to something bigger than the immediate family or setting lays foundations for living as a community.



8. Young children should have long periods of time outside. They need to know that they can be outside every day, when they want to and that they can develop their ideas for play over time.

High quality play outdoors, where children are deeply involved, only emerges when they know they are not hurried. They need to have time to develop their use of spaces and resources and uninterrupted time to develop their play ideas, or to construct a place and then play in it or to get into problem-solving on a big scale. They need to be able to return to projects again and again until 'finished' with them.

Slow learning is good learning, giving time for assimilation. When children can move between indoors and outside, their play or explorations develop further still. Young children also need time (and places) to daydream, look on or simply relax outside.

9. Young children need challenge and risk within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others.

Children are seriously disadvantaged if they do not learn how to approach and manage physical and emotional risk. They can become either timid or reckless, or be unable to cope with consequences. Young children need to be able to set and meet their own challenges, become aware of their limits and push their abilities (at their own pace), be prepared to make mistakes, and experience the pleasure of feeling capable and competent. Challenge and its associated risk are vital for this. Young



children also need to learn how to recognise and manage risk as life-skills, so as to become able to act safely, for themselves and others.

Safety of young children outdoors is paramount and a culture of 'risk assessment to enable' that permeates every aspect of outdoor provision is vital

for all settings. Young children also need to feel secure, nurtured and valued outdoors. This includes clear behavioural boundaries (using rules to enable freedom), nurturing places and times outside and respect for how individual children prefer to play and learn.

10. Outdoor provision must support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences. Young children should participate in decisions and actions affecting their outdoor play.

Provision for learning outdoors is responsive to the needs of very active learners, those who need sensory or language stimulation and those who need space away from others – it makes provision more inclusive and is a vital learning environment. When children's learning styles are valued, their self-image benefits. Boys, who tend to use active learning modes more than girls, and until they are older, are particularly disadvantaged by limited outdoor play.

All children need full access to provision outdoors and it is important to know and meet the needs and interests of each child as an individual. Young children react differently to the spaces and experiences available or created so awareness and flexibility are key to the adult role. Observation and assessment (formative and summative), and intervention for particular support, must be carried out outside. While it is important to ensure the safety of all children, it is equally important to ensure all are sufficiently challenged.

Young children should take an active part in decisions and actions for outdoor provision, big and small. Their perspectives and views are critical and must be sought, and they can take an active role in setting up, clearing away and caring for the outdoor space.

About Play Learning Life

At Play Learning Life, we believe fundamentally in children and young people's right to experience the freedom, independence and value of outdoor play and learning. As a not-for-profit social enterprise, Play Learning Life helps schools, early years settings and families make the most of the opportunities outdoors affords for high quality learning and play as well as for children's health and happiness.

Our philosophy

The Play Learning Life philosophy recognises the essential and special nature of outdoors. For many children, taking learning and play outdoors addresses their most fundamental needs – for movement, fresh air, space and meaningful activity, rooted in real life experiences.

Our belief in children as skilled and informed agents of change is core to our participative approach, and the value of outdoor learning and play, for all children and young people, whatever the weather informs all of our work.

Play Learning Life Directors Julie Mountain and Peter Carne OBE convened the original Vision and Values Partnership as part of their work with Learning through Landscapes.

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