

# Outdoor Learning

## Guidance for Good Practice in Early Years Provision



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South Gloucestershire  
Council

Department for Children and Young People



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# Outdoor Learning

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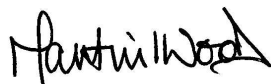
### Foreword

We all want the best for our youngest children and we all know that the outdoors is a wonderful place for them to be. All young children enjoy being outdoors and, for some, it is quite simply the best place for them to learn and develop.

Creating and using an exciting outdoor learning environment is a challenge faced by every childcare setting. Whether you are developing a new outdoor space, giving your old outdoor area a much needed makeover or simply revisiting the way you use your existing facilities, this guidance has been designed to help you.

Jointly created by South Gloucestershire's early years and childcare teams and a host of local expert practitioners, this publication begins with an exploration of the nature and importance of outdoor learning before offering a range of guidance on developing, refining, resourcing, organising and using the spaces your children use. It also maps out strong links with every area of early learning and tackles tricky aspects such as risk, safety and challenge and what to do if you have little or no outdoor space of your own. Throughout the booklet you will find "reflection boxes" which offer prompts for discussion or ideas to try out. Look out for this symbol 

Whatever your role in childcare, we hope our guidance will help you as you continue to develop your provision for this very precious aspect of childhood.



**Martin Wood**  
**Senior Adviser (Early Years)**  
**South Gloucestershire**



## The Importance of Outdoor Learning

The best classroom and the richest cupboard is roofed only by the sky.(McMillan, (c 1925) cited in Ouvry, 2000, p5)

Many adults when asked, will recall that some of their most memorable and pleasurable recollections of childhood took place in the outdoor environment, where they explored and experimented, engaged with nature and overcame challenges, often playing for long unsupervised periods of time, on their own or with friends.

*“My childhood was rich in smells, noises, warmth and little frissons of terror- mostly of my own making. I climbed trees with daring but was hugely frightened. I lifted stones wherever I went in order to inhale the smell of moist earth and the slightly lemony smell of crushed bracken. My thrills were slow worms and toads. There was pond dipping and racing water boatmen, catching sticklebacks and grazing my knees falling off bicycles and out of trees..... Often I took my shoes off and loved the tickly feeling of cut grass, the swishy feeling of long grass, the irresistible roughness of hard sand, the exotic caress of dry sand; but most of all there was mud. How glorious to let it squidge through your toes! And peeling it off when it dried was another sensation altogether.” (Smidt, (Chief Executive of the Eden Project) - cited in Rich et al 2005:6, cited in Tovey, 2007, p1)*

It is now widely recognised that these experiences have an important impact on our development, learning, health and well-being. Unfortunately, research shows that for many of today's children, these rich and crucial experiences have become severely limited.

*“The freedom to play outdoors is declining rapidly for many children living in both urban and rural areas. Research on children's independent mobility, the area around the home to which children can roam, suggests that it has shrunk to a ninth of what it was in the 1970s.” (Tovey, 2007, p2)*

According to Tovey (2007) and many other early years specialists, a culture of fear has developed, out of the belief that the outside environment has become a dangerous and risky place for young children, justified in the case of increased levels of traffic no doubt, but unfounded, research appears to show, when related to the perceived threat of increased child abduction. This raised level of anxiety and a reduction in available outdoor spaces, has led to young children's freedom to independently access them being curtailed.

*“The decline in access to outdoor spaces for play has been paralleled by an unprecedented rise in the level of anxiety for children's safety, a 'culture of fear' (Furedi 2002.)”(Tovey, 2007, p2)*

This, in addition to the time pressures of modern life, has led to more young children being transported in push-chairs or by car rather than being encouraged to walk. As a result, they are becoming less autonomous, alienated from their surroundings, and missing out on experiences and the opportunity to develop many important life skills. Edgington (2003, p9) writes about concerns for children's emotional health. When faced with freedom later in life, many of these overprotected children are *"unable to cope, make decisions or be in control. Some may be over-fearful themselves, while others may become wild and reckless"*.

The increased use of computers and other technology has had an additional impact, with many children choosing to remain indoors and becoming less physically and socially active. Loss of opportunities for spontaneous and vigorous outdoor play is seen as one of the causes of increased obesity in children. *"According to the Coronary Prevention Group, some children as young as three are already exhibiting signs that they are at risk of heart disease in later life"*. (Edgington, 2003, p9)

In 1989 a survey by the Department for Education and Science (DfES) on the quality of provision for four-year olds in primary schools concluded that the children *"rarely had opportunity for outdoor activities"*. The most significant cause being because *"in most cases the value of outdoor play and the contribution it can make were not well understood."* (HMI 1989:7 cited in Tovey, 2007, p9) Tovey believes that despite a greater emphasis being given to outdoor play in recent years there is still evidence of this lack of understanding.

The introduction of the EYFS in September 2008 made daily access to the outdoors a statutory entitlement for all children, as it is an essential element of their access to high quality provision and their achievement of the five Every Child Matters outcomes.

Challenging, quality outdoor play has long been advocated by pioneers of early childhood education, such as Friedrich Froebel, Margaret McMillan and Susan Issacs, as essential for children's learning and development. More recently, early years experts, for example Helen Bilton, Marjorie Ouvry and Margaret Edgington, have taken up the cause. It is clear that in the present climate, Early Years settings have an even greater responsibility to ensure that all practitioners develop their knowledge, understanding and practice in this area in order to provide quality outdoor learning environments for all children in their care.

Rather than fearing the outdoor environment, we as practitioners should be concerned that without extensive and regular access to the outdoors some children may fail to thrive and that we may miss a vital source of information to support a comprehensive assessment of their learning and development. There is no doubt that the outdoors provides motivation and enjoyment and creates opportunities for developing skills and knowledge in an environment that children find exciting and relevant.

## **Early Years Vision and Values for Outdoor Play**

The vision and values set out below were developed by The Vision and Values Partnership, a wide-ranging group of early years national experts, and launched by Learning through Landscapes, a national school grounds charity, in 2004. Links are made where relevant to these Core Values throughout this document.

### **The Vision for all young children**

- 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.

### **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 which 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.

These Core Values are endorsed by South Gloucestershire Council and are reflected in their **Play Policy and Strategy (2006)** and **Quest for Quality (2008)** documents.

*South Gloucestershire Council wants to ensure that play opportunities are created which allow children and young people to explore, manipulate, experience and affect their environment within challenging settings, free from unacceptable levels of risk. The emphasis is always to be on the child's choice and control over their own experience. (South Gloucestershire Council Play Policy, 2006, p4)*

This vision and the core values are also relevant in the context of South Gloucestershire's vision for children and young people and the wider framework of legislation and policy.

### **South Gloucestershire's Charter for Children and Young People**

*We will strive to make South Gloucestershire a place where all children and young people have the best possible start in life and are involved in shaping the future, and where they:*

- *enjoy the best possible physical and mental health and live a healthy lifestyle;*
- *are safeguarded, protected from harm and neglect and feel safe and secure at all times;*
- *have encouragement and excellent opportunities to learn, play, enjoy and achieve wherever they are;*
- *have the opportunity to achieve their aspirations, be creative, and play a full and positive part in their communities;*
- *grow up in strong and secure families and vibrant communities, and achieve rewarding adult lives.*

*To support this we will work to provide really good services which put children, young people and their families first and:*

- *involve children, young people and their families;*
- *work with localities and communities;*
- *join up and integrate our work together.*

(South Gloucestershire, 2007)



How can you strengthen your setting's vision for outside play to reflect the Charter and 10 Core Values?

## The Special Nature of Outdoors

**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.  
(Core Value 5)**

*The outdoor environment holds all that is of value to the growing and learning child. (Ouvry, 2000, p7)*

Outdoors is different from indoors and this is what makes it special and important in its own right, but it also complements the indoor environment by enhancing and extending it. Children are active learners. The special nature of the outdoors provides the perfect environment for this, creating opportunities for children to be, behave, learn and develop across all areas of learning in ways that come naturally to them.

The outdoor environment is unique in several ways. It offers children more open ended space and freedom to experiment, explore and transform their surroundings, creating greater opportunities for:

- play to develop and flow and become more complex;
- the use of open-ended resources encouraging greater use of imagination, symbolic representation and negotiation skills;
- work on a large scale;
- combining resources more easily leading to greater challenge and problem solving opportunities;
- experiencing and dealing with challenge and risk taking within a secure environment;
- encouraging the disposition to 'have a go', vital for learning;
- movement, which is important for physical health, cognitive development, and well-being;
- re-living experiences through active, energetic role play;
- developing relationships and social skills;
- making choices and decisions and being in control of their own learning;
- expressing emotions and feelings more fully; and
- developing independence and following their own interests.

In addition it provides opportunities to interact with the natural world. Nature is dynamic and ever changing, stimulating children's natural curiosity and desire to explore with all their senses and discover their place within it. It provides real, first hand experiences of:

- the changing seasons and environment;
- living things and natural materials; and

- opportunities to learn to respect and appreciate the natural world and how to care for it.

As Edgington points out, (2003, p8) *“...some things can only be learnt out of doors, such as learning about nature, the seasons or weather conditions. Everything else has the potential to be learnt out of doors just as effectively as indoors.”*

There is much evidence to indicate that some children prefer playing outdoors and learn more easily in this environment. Edgington (2003, p8) thinks this is particularly true of those with a *“more active kinaesthetic learning style”*, often young children and boys.

Bilton (1999) concludes from a range of research, that some children of both genders seem to play and behave differently when outdoors, for example by displaying more interest, being less inhibited, more assertive and concentrating for longer. This environment is therefore crucial in providing the best opportunities for these children’s learning and may be particularly significant in tackling the issue of underachievement in boys.

*“In terms of the nursery experience it would seem that the outdoor environment could play a central role in helping boys. Boys are more interested in movement, exploration and action and this type of activity occurs for the most part in the outdoor area. By giving less attention to the quality of outdoor play, nurseries may be denying access of education to a major sector of the child population and starting the downward spiral for some children. It is therefore essential that quality outdoor play is offered.”* (Bilton 1999, p60)

Outdoors can provide an inclusive environment catering for all abilities, interests and learning styles where children are more likely to be themselves, have fun and experience learning in a more meaningful context. All of these opportunities support children in becoming more confident learners and building their self-esteem.

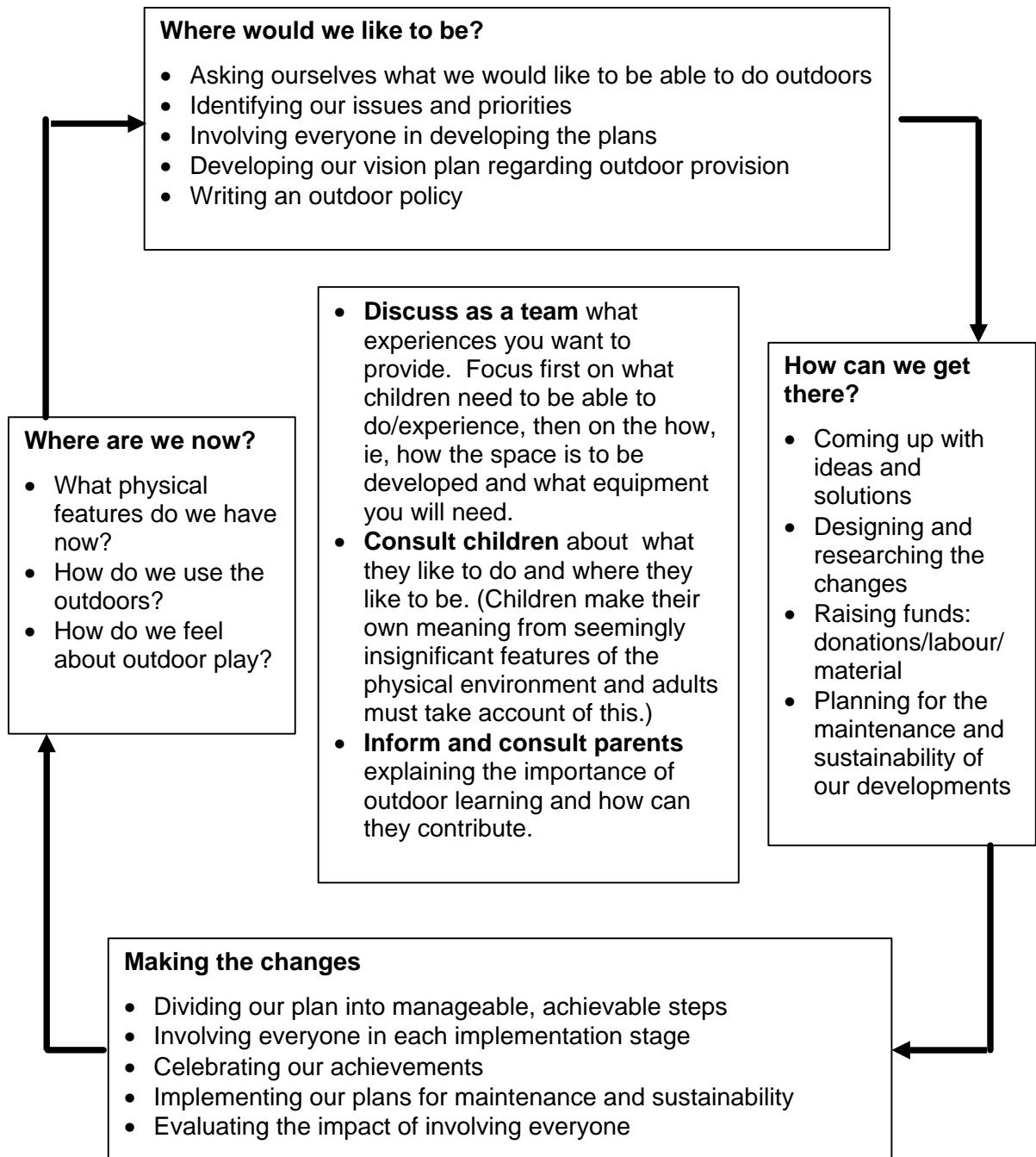
*Children want space at all ages. But from the age of one to seven, space, that is ample space, is almost as much wanted as food and air. To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood. (McMillan, (1930)cited in Ouvry, 2000 p14)*

# The Development Process

## Planning the Outdoor Environment

Ask yourselves – Does our outside space:

- provide all our children with a stimulating environment, encompassing a range of features and open-ended resources?
- support self-initiated, independent learning?
- provide opportunities for a wide variety of interesting and at times challenging experiences throughout the year?



## Creating a quality outdoor environment

**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.  
(Core Value 1)**

The overall aim in putting money, effort and resources into children's outdoor play spaces is to create a landscape which affords as rich a variety of play opportunities as possible.

**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.  
(Core Value 7)**

- **Create a variety of different social spaces**

A good play space will have multiple places which are designed to encourage large, medium, small and solitary social grouping. These places will be designed to be used as places to 'be' as well as places to 'do'. They can be created through a sense of enclosure that can still be permeated by children.

**Permanent Places** can be created by, for example, mounding, planting, landscaping, seating, decking, wood and rock. Rigid and impermeable enclosure such as fencing should generally be avoided within a play landscape.

**Temporary Places**, especially relevant to settings with shared or limited space, can be created by, for example, benches, clothes horses, planters, cones, ropes, tarpaulin, netting, blankets, tents, dens and large cardboard boxes.



- **Create many different ways to journey between the places.**  
Children's play often takes the form of a journey or series of journeys between social spaces. Create a network of pathways and links which allow children to journey in many ways between the spaces. Up, between, around, under, through, across, along are all ways a journey might be taken.

**Permanent journeys** can be created by, for example, planting, paths, mounding, bridges, tunnels, ditches, stepping stones, and play equipment.



**Temporary journeys**, especially relevant to settings with shared or limited space, can be created by, for example, chalk markings, tyres, planks, blocks, ropes, cones, moveable tunnels and stepping stones.



- **Include as many opportunities for play and learning as you can into your places and journeys.**

You can't roll down a hill if there is no hill, you can't build a sand castle if there is no sand. A good play environment will afford a huge range of possibilities. Places and journeys should allow the possibility to explore changes in level and objects of different size, texture, colour, sound and material. An interesting social space will combine several features. Try to provide a range of social spaces, journeys and features in order to create opportunities for children to:

- be independent and have responsibility;
- play with natural materials ;
- interact, socialise and communicate;
- use their imaginations and be creative;
- construct on a small and large scale;
- investigate, explore, and problem solve;
- observe;
- make sounds and music;
- express ideas and feelings;
- mark make;
- be active and develop physical skills;
- dig, grow and nurture;
- hide, relax, reflect and be quiet;
- interact with nature;
- use their senses; and
- challenge themselves.

(Adapted from DCSF, 2008a)



In general, flat, featureless surfaces such as grass, tarmac or rubber offer limited play value and should only form part of a landscape offered to children.

Sometimes adults incorporate very 'closed' features in their designs such as a pirate ship or a train. These features have limited relevance to children's experiences and provide rather narrow opportunities for creativity and imagination. Try therefore to include many features that have no obvious single use or purpose.

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

- **Maximise opportunities for change and control**

Children do not just want to play *in* a landscape; they want to play *with* it. Opportunities for children to manipulate and change aspects of their environment should be maximised where ever possible. Facets of a play environment that can be moved and manipulated are sometimes called 'loose parts'. Natural loose parts include, mud, sand, pebble, grit, gravel, slate, chalk, flint, bark chip, stones, twigs, leaves, fruit, logs and water. The combination of large sandpits and water give some of the highest play value for change and control and should be included when ever possible. Man made loose parts might include, scrap, blankets, ropes, traffic cones, pipes and guttering and dressing up clothes. Some simple fixed features such as collections of wooden poles, basic 'A' frames or picnic tables allow for richer play opportunities when combined with man made loose parts.

- **Concentrate your budget on maximising variety and play value**

It is very easy to spend a lot of money on play but still add very little play value. Play equipment which requires expensive installation and safer surfacing should add additional play value to an environment which already provides a wide range of alternative, higher value, options. Play equipment which is isolated and does not connect to a planned play landscape, is likely to have very low levels of use. Play equipment will provide far higher play value when it fits into the spaces and journeys of a well planned play landscape.

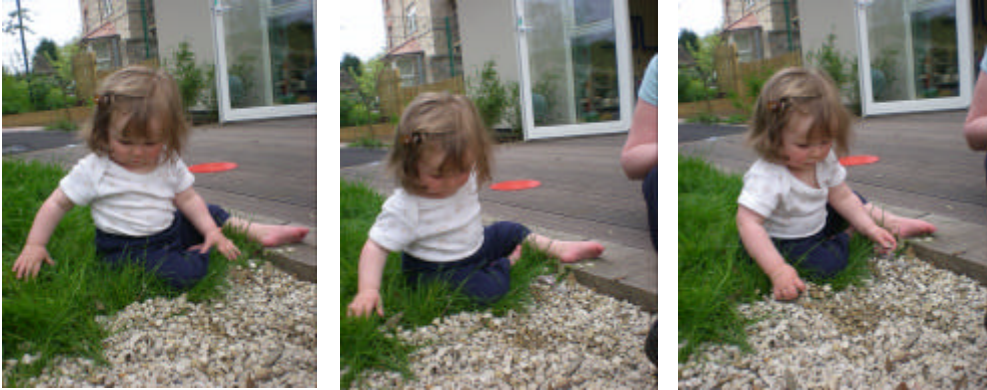
(Adapted from Follet, M, 2009)

**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.  
(Core Value 10)**

It is essential that the outdoor environment you create, while being accessible and open to all children in the setting, also contains opportunities for appropriate challenge and risk taking.  
(see section on Risk, Safety and Challenge in the Outdoor Environment.)

## Baby and Young Toddler Friendly Spaces

As with older children, babies and young toddlers have a natural desire to explore and move around. The outdoors provides a rich and stimulating environment where there should be opportunities for them to investigate the natural world using all their senses and whole bodies as well as 'just be'.



Writing on the importance of outdoor provision for the under threes, Richardson and Finkill (March 2005), emphasise how sensory and physical experiences are central to their learning. Sensory information influences the way the brain develops, causing new pathways to form. Even when a baby appears to be doing nothing, there is actually a lot going on, as he or she tries to make sense of the world around. Outdoors is the perfect environment for this to take place; so assess what is available for them to hear, see, touch, smell and taste. As with older children, the best resources are natural and open-ended, providing a richer source of sensory experiences and the opportunity for greater creativity.



Babies and young toddlers need to be taken outside by an attentive, responsive adult who interacts with them, remaining close in order to provide a secure base. Non-mobile babies need opportunities to roll around on a mat or blanket and once mobile, they should be encouraged and supported to move and explore further afield.

It is important to provide quiet, cosy, sheltered corners outside as well as inside and there should be a protected space for non-mobile babies.

Goldsmied and Jackson (2000) suggest that ideally this should be located next to the older children's space, with low fencing or hedging in between to allow all children to see the action, feel connected and interact with one another. Similar to older children, babies and young toddlers should be provided with a range of tactile surfaces to experience, such as long/short grass, stone, gravel, sand etc, and a variety of levels to negotiate, appropriate to their abilities.

Risk assessment needs to ensure that the physical environment is 'safe' but still provides physical challenge, with opportunities and enough space for movement in a variety of ways depending on the mobility of the child. Adults need to know each baby and toddler well in order to provide appropriate challenge to match their needs, but also to understand their limits, recognising for example when they are tired or anxious. Remember to assess the risks in order to enable rather than restrict.

To ensure that all babies, whether mobile or non-mobile, and toddlers, have the opportunity to go outside on a daily basis, it is essential they have suitable clothing and footwear to allow access in all weathers. You can encourage parental support by emphasising the importance of this and suggesting how they can help. Many settings, however, find it worthwhile to invest in some good quality weatherproof clothing for children to use.

### **Practitioner Top Tips**

- It is good for babies to lie on their backs or tummys, rather than always being strapped into a chair. Consider using 'beach tents' with a comfy mat laid inside for the baby to lie on. The baby is protected from the sun (or the wind and the rain!) and from running toddlers. In this comfy space s/he can enjoy the sights, sounds and smells of the outdoors in safety.
- Develop an outdoor treasure basket, filled with objects from the outdoors eg stones, wooden tools, flowers, grass, leaves etc, so a non-mobile baby can explore them in their own time.
- Invest in waterproof trousers, dungarees or all in one suits.
- Buy a large floor tray, litter tray or similar which can be filled with a variety of materials eg sand, water, soil etc. It can be easily accessed or sat in by babies and toddlers.
- Follow your baby/toddler's lead, working at their pace while they explore and share their interests verbally and non-verbally.
- Use 'doughnuts' and 'widgets' as an additional aid to support babies lying on their backs or sitting up.
- Have rubber-backed rugs to use if the ground is damp.
- Take non-mobile babies to different areas of the garden so that they can touch different textures, naming objects as you go.
- Use your setting's camera to take photos to share the experience with parents and carers.
- If feasible and appropriate, create the opportunity for rest or sleep periods to take place outside. It provides babies and toddlers with fresh air and an exciting environment to wake up to.

- Create a challenging obstacle course with cushions and soft furnishings with opportunities for climbing over, under, through etc.
- Try having drinks, snacks or mealtimes outside, ensuring there is shelter from the sun or rain.
- Provide safety mirrors. Attach them to the fence or use them freely to explore the environment further.
- Hang wind chimes from a tree and put windmills in the ground to create additional sounds and movement.



Try out one or more of the above ideas in your setting. Observe how babies respond and consider how you could build on this experience.

## Little or no Outdoor Area

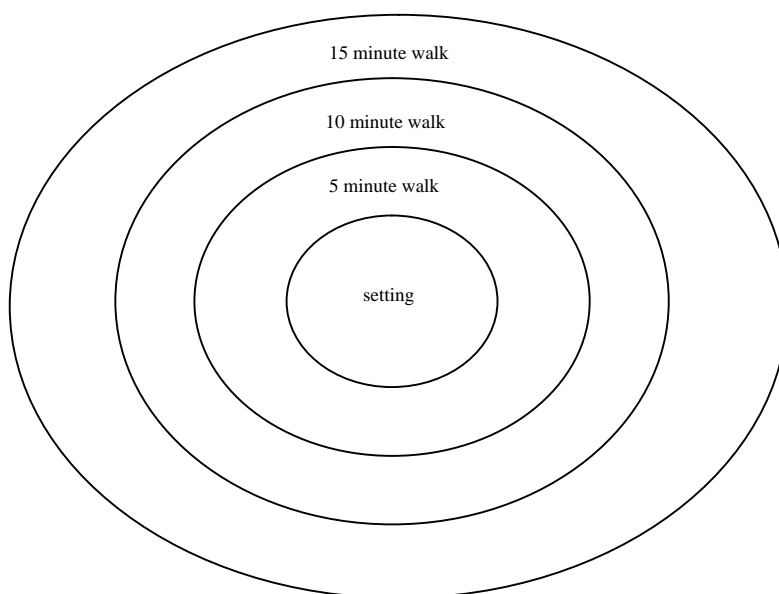
If a setting does not have its own outdoor space, opportunities **must** be created for children to have access to the wider, outdoor environment on a daily basis.

- Explore and use the immediate environment making use of accessible areas of grass, trees, logs etc which may be near to the building or within walking distance.
- Research any local public spaces which could be visited such as playgrounds and parks, fields and woodlands. If appropriate risk assessments are made, such public spaces can provide an exciting outdoor learning environment for young children, offering a wide range of learning opportunities. Exploit the opportunities to observe and explore at first hand the plants, trees and wildlife and at the same time help children to learn to respect and cherish their environment. For example by not causing damage to living things, dropping litter etc. Take advantage of any suitable playground equipment to provide active play, helping children to develop physical skills and many other aspects of learning and development.
- Investigate possibilities to make regular visits to an allotment or nearby churchyard. These could provide opportunities to encounter wildlife and plants.
- Collect natural resources and bring them into the setting.
- Learn more about the local community and the people and features within it, eg, by visiting the library, local shops etc.

**Making use of the local area is important for all settings, but it is especially vital for those without their own outdoor space.**



Reflect on what is within a 5 minute, 10 minute, and 15 minute walk of your setting.



## The Adult Role

**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.  
(Core Value 4)**

*The success of outdoor play rests with the staff. It is only when the whole staff support and enjoy outdoor play that it will work. (Bilton, 1999, p66)*

There has been a great deal of confusion about the adult role in the outdoor learning environment. Tovey describes it as veering “*between under involvement as adults adopt a precautionary, supervisory role to over-involvement as play is organised and directed with predetermined learning goals*”. (Tovey, 2007, p124).

**Outdoor provision can, and must, offer young children experiences which have a lot of meaning to them and are led by the child.  
(Core Value 3)**



Adults need to understand and value the outdoor learning area, recognising it as being at least as important as any indoor spaces and their role as no different. They must plan and maintain a stimulating environment, which is secure yet challenging, and which promotes independence and autonomy, freeing the adult to observe and interact rather than manage.

Children should be involved, wherever possible, in the setting out and putting away of resources and equipment, and must be allowed to spend long periods of time outside, ideally with a free-flow system in operation.

**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.**  
**(Core Value 8)**

*Where children all have to go outside at the same time and only have a short period out of doors, their experience is largely one of letting off steam. (Edgington, 2003, p26)*

**Play is the most important activity for young children outside.**  
**(Core Value 2)**

To make the best possible use of outdoor learning, the adults need to:

- be positive, enthusiastic role models, eager to experience and learn about the outdoors whatever the weather;
- play in partnership with children during self-initiated play, communicating and exploring alongside them;
- observe, support and assess children's development, providing appropriate resources as required;
- plan and carry out adult-initiated activities based on observations of children's interests and needs;
- be enablers rather than controllers, tuning in to children's interests and needs and responding with sensitivity; and
- communicate the importance and value of outdoor play to parents and encourage their involvement.



Consider whether all staff understand the importance of quality outdoor play in supporting the development and learning of children and how they demonstrate this effectively in their interactions with children and parents.

## Involving Parents in Outdoor Learning

**When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning. (EYFS practice card 2.2).**

Settings should encourage parents to understand the importance and value of outdoor play and learning, through their policies, newsletters, and workshops so that there is a shared understanding about children's entitlement to a rich and stimulating outdoor environment both during and out of setting hours.

*Parents are the people from whom young children learn the most. What parents value, children value, and so it is crucial to make sure that parents see the benefits of outdoor provision for their child. (Ouvry, 2000, p91)*



When children first attend the setting, it is essential that parents understand the importance of their child being equipped with appropriate clothing and footwear to ensure that the outdoor environment can be accessed by them on a daily basis, whatever the weather. The subject of children getting dirty should also be addressed early on, so that it does not become an issue, but rather is recognised as a positive sign of the child's involvement in play and learning. Information should be sought from parents about children's allergies and any fears they may have about the natural environment, for example, flying insects. It is also important to find out about children's experiences of outdoors when not at the setting. Do they have access to a garden? Are there places to visit in the local environment such as shops, the park or the duck pond? What opportunities does the child have to walk rather than travel by car? Has the child had experience of the outdoor environment in a wider context such as the beach, fields, hills, woods or rivers?

Settings should encourage parents to help staff to make the outdoor experience for their children exciting and relevant by:

- consulting them when re-designing the outdoor environment;
- encouraging them to share any outdoor interests such as gardening;
- running stay and play outdoor sessions;
- organising picnics or barbecues;
- inviting them on outings, both in the immediate locality and further afield.



Settings could support parents to engage with their children in the outdoor environment by maintaining an information folder of nearby places to visit and encouraging parents to contribute their own ideas.



Consider how you currently engage parents in sharing their children's experiences of being outdoors.

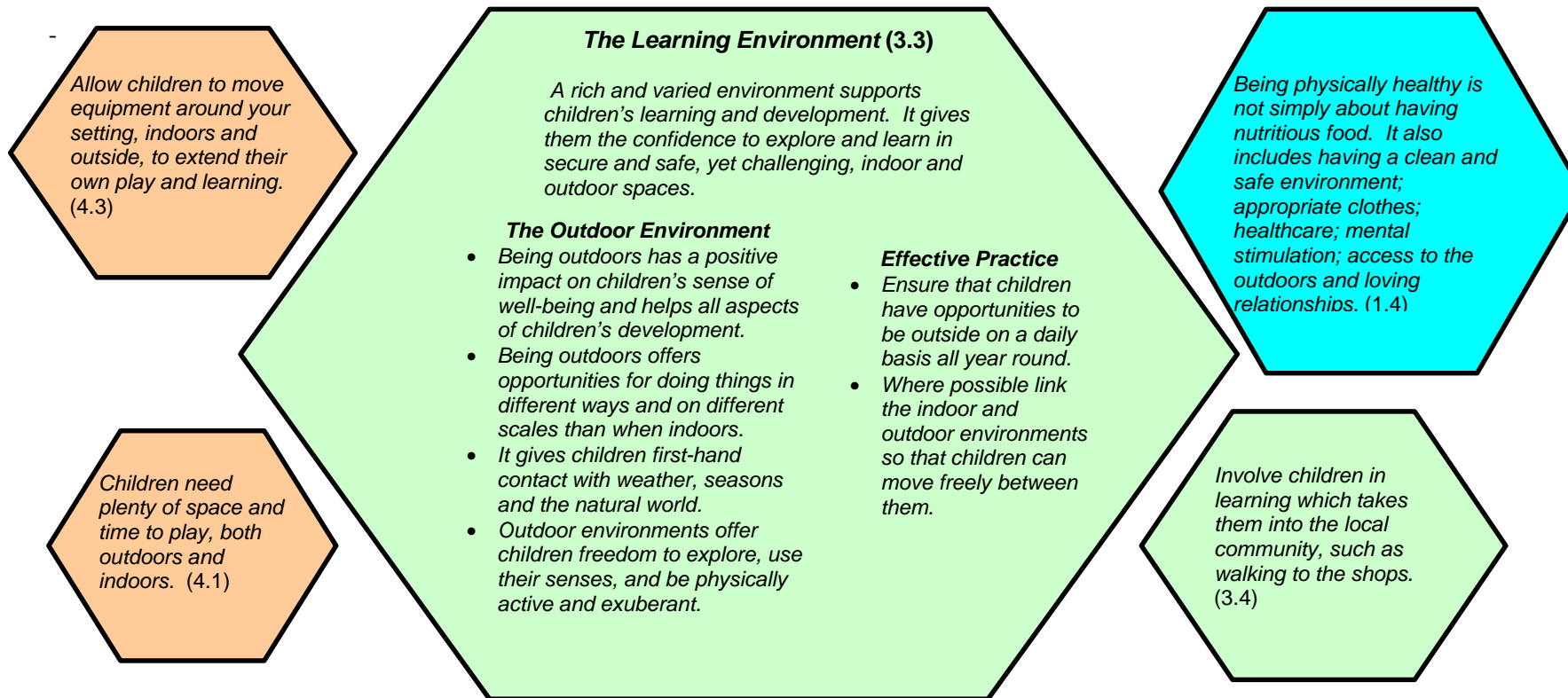
How do you involve parents in developing your outdoor provision and encourage their understanding of its importance and value?

## References to Outdoor Learning in the EYFS

*A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. (DCSF, 2008b, p7).*

Quality outdoor provision plays a vital role in supporting this statement as it does to fulfilling the overarching aim of the EYFS by helping children to achieve the five Every Child Matters outcomes. The Statutory framework for the EYFS makes it clear that the outdoor environment is as important as the indoor environment.

High quality outdoor learning is essential in order to be able to fully implement the themes, principles and commitments of the EYFS and direct references are made to it in several of the principles into practice cards.



**Central to this are: Positive Relationships**

*Parents can be helped to understand more about learning and teaching through workshops on important areas such as play, outdoor learning or early reading. (2.2)*

*Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources. (2.3)*

The welfare requirements state that:

*Wherever possible, there should be access to an outdoor play area, and this is the expected norm for providers. In provision where outdoor play space cannot be provided, outings should be planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions.) (DCSF, 2008b, p35)*

*Providers must ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play. (DCSF, 2008b, p37)*

# The Six Areas of Learning

Ideas for good outdoor provision – contributed by skilled Early Years practitioners

We provide each child with a boot bag to store their wellies and keep these by the back door for independent changing. We have rain ponchos and sun hats accessible to the children.

Through our routine we ensure that we provide time for children to 'ponder', stop and stare.

Parents love den building with their children during stay and play sessions.

A book of photographs depicting things that you can do and find in the garden is great for discussion and motivates children to seek them out.

## PSED

Children take turns and help one another to balance while walking over our 'wobbly bridge.'

We have a bird table and the children take responsibility for checking that the birds have enough to eat.

A tent in the garden provides shelter from the weather and a quiet area for children to be alone or play with one or two friends.

We 'grew' caterpillars and eventually released the butterflies into our garden. This inspired children to look for other living things and generated lots of questions about growth and change.

Children often choose to lie quietly on the grass slope and look at the sky. Some talk to friends or an adult about the cloud shapes they can see.

Children climb trees to a given level (mark/ribbon on tree). One branch is allocated for swinging so we can look after the rest of the tree.

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We encourage children to listen to sounds when they are in the outside area or wider environment and to try to identify them, eg, birds singing, traffic noise.

Encourage the use of large shoulder movements by having different sized balls and ribbons on sticks to swirl around.

A tent or den area in the garden provides a focal point for children to gather and chat together or share stories.

## CLL

We filled up a box with water and dropped different things in, eg, stones, bark and grass, over and over again, saying the sounds – plop, splash etc.

Clipboards/pens/paper and other mark making tools are made available in tool boxes so that they can be used wherever they are needed outside.

We look for examples of print when we go for walks in the local environment such as road and shop names.

A big bucket of water with pasting brushes to 'paint' the walls. Chalk for mark making on the paving and shed. Flour in a tray which children use for mark making.

We have labelled, laminated pictures of birds and other creatures often found outside, fixed to our fence. Children love to try to match them to the real thing.

Children have a laminated A4 sheet with pictures or shapes on. Children tick them off as they find them. They love wiping them clean.

Constructing different tracks for toy cars using guttering, crates and blocks provided a group of children with opportunities for problem solving.

A game of skittles was very popular with a group of boys who were motivated to calculate their scores and record them on a portable white board.

A variety of different sized boxes and blocks are always available for large construction.

## PSRN

The children chose long strips of cloth which we tied to the fence at one end to enable children to weave with them and create colourful patterns.

We have a number of collections of natural objects such as stones, conkers, shells etc. The children are able to add to these collections and to use them to make patterns, count, order etc.

We have numbers on bikes and scooters that children can match up to the numbered bay.

Sand timers are always available to support the children in taking turns with limited equipment, such as bikes and scooters

Children use pebbles with numbers on that are freely available for lots of different activities.

Babies have opportunities to explore a variety of natural resources such as stones, leaves, bark etc using all their senses and enjoy sitting directly on the grass watching tree branches move.

An area put aside for digging and a pile of logs are great places for making mud pies and finding creatures.

Children use cameras and digi blues independently to record their outdoor environment.

## K U W

As a childminder I create opportunities for real experiences in the wider environment by visiting Slimbridge Bird Sanctuary, Bristol Zoo etc.

Children filled up the sand pit with water from a hose, sat in it and watched it mix.

We have a wet weather box containing appropriate clothing, umbrellas, brushes, sponges, washing up liquid etc so children can make the most out of rainy days.

Our dads' group helped us develop a vegetable patch by creating a raised bed. Children grew a variety of vegetables and enjoyed tasting them. Visiting the local greengrocers could extend this interest.

Freely accessible magnifiers, non-fiction books and identification charts lead children to look closely at their environment.

Filling up different sized containers with sand, water or soil using different sized measuring spoons.

Children/babies are encouraged to play and explore freely, climbing and crawling where they want on a variety of different surfaces with appropriate adult supervision

A variety of open ended resources, eg, tyres, planks, crates etc. were used to build a challenging obstacle course for exploring different ways of travelling.

## PD

Having a tennis net, rackets, balls, and a large board for scoring enabled children to set up their own Wimbledon tournament.

We painted our feet and walked around the garden leaving permanent footsteps. Children enjoy following the trail round and round in various ways.

A tool box keeps lots of different tools available, eg, scissors/tape/string/ hammers/nails/ potato peelers etc.

Different sized pegs are available for hanging things up and making dens.

Children are allowed to climb some of the trees in our garden. Staff established safety rules in consultation with the children.

Children are encouraged and supported to climb the steps up to the 'mound' and down again. A sense of achievement.

On one occasion, hiding a box of treasure in the garden inspired an interest in pirates. The children enjoyed digging for treasure with the spades.

We walk across the adjoining playing fields with brown paper bags to collect treasures. At the other side of the field the children explore the treasures and make pictures together.

Using logs already in the garden and balls of wool the children made a giant web for spiderman.

## CD

Our decking stage is frequently used for puppet shows, and music and dance performances. Chairs are sometimes added to encourage an audience.

We provided trowels, spirit levels and gloves next to the sand to support and extend an interest in building walls.

Toddlers enjoy exploring gloop and paint on a large scale using hands and feet.

Children enjoy expressing themselves through sound. Hang pots and pans with wooden and metal spoons as beaters, from a fence or clothes horse, or provide a basket of instruments.

Our box of different fabrics is used for dressing up and den making outside. We added a box of bags and purses to support and extend a particular interest in going shopping.

Big boxes, rolls of wallpaper, paste and paint together with various sized brushes, enable children to explore materials on a large scale.



What opportunities for learning and development can you see reflected in these photographs?

How might they relate to the four EYFS themes and principles?

## Resources

*Experienced practitioners know that most of the best resources for young children's development and learning outdoors are cheap, easily available and are part of our everyday world. (Learning through Landscapes, Nov. 2005)*

The best resources are always **open-ended**, often everyday objects which are not limited by being related to one context or having one 'expected use'. As a result, they can be used in many ways, often not even considered by adults, and can support different aspects of children's learning. For example, by improving their ability to symbolise, ie represent one thing for another, and think in abstract ways, a vital skill when using letters, words and numbers.

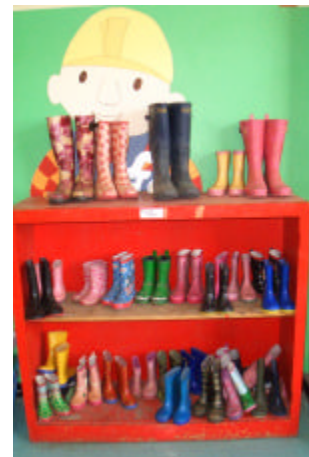


Large items such as crates, material and guttering allow children to construct and alter their environment and encourages them to work together, communicate, negotiate and collaborate. Familiar items such as kitchen utensils, pots and pans can help children develop their understanding of the physical and social world.

Open-ended resources tend to be cheap or free and easy to collect. Ask parents and local businesses for contributions and visit Scrap Store, charity shops, and DIY stores. Try to provide several of each item so that children can work on a more extensive scale.

Ensuring access to the outdoors whatever the weather has to be a priority so settings need to provide wet weather gear. Invest in some comfortable waterproof clothing and ask for donations of items such as wellies and sunhats.

The most important resources for young children are their peers and enthusiastic, skilled adults (see section on The Adult Role). Social interaction is central to their learning, whether through communication, sharing interests, or just having fun.



( Adapted from Learning through Landscapes, Nov. 2005)

## Some of the Most Useful Resources for Outdoor Learning

Appropriate clothing – raingear, wellies, sunhats etc  
Bags and baskets,  
Blankets, sheets, fabric and ribbons  
Boxes  
Brooms  
Brushes – variety of sizes  
Buckets  
Chalk  
Clothes horse (the old wooden ones are best)  
Garden tools eg long and short handled forks, spades and rakes  
Guttering, pipes and builders' cement-mixing trays  
Hose pipe  
Joining materials eg pegs, string and tape  
Kitchen utensils, pots and pans  
Large rolls of paper  
Large hollow wooden blocks and planks  
Milk, bread and beer crates  
Natural materials eg pebbles, shells etc  
Ropes (long and short)  
Tarpaulin  
Tyres – range of sizes  
Umbrellas  
Watering cans  
Water butt/container  
Wheelbarrows and other 'transporters'  
Wood pieces and logs

(Adapted from Learning through Landscapes, Nov, 2005)

### Access to sand, water and other natural materials is essential



Reflect on how this basic range of everyday resources could be expanded according to children's interests and needs.

Develop themed collections on, for example, the weather and water exploration and store in suitable containers according to the content.

Here is an example of a **den building kit**.

### **Container**

Large plastic bucket with rope handles and a kit bag for blankets.

### **Contents**

- Blankets, curtains, bedspreads.
- Sheets, large piece of muslin (wide), net curtain material.
- Pegs and basket.
- Tent- easy to put up dome-type or beach/fishing shelter: Scout & Guide shop, camping or fishing suppliers.
- Carpet tiles/off-cuts. Cardboard inner tubes are excellent too. Carpet stores will often donate.
- Picnic blankets: (soft on one side, tough plastic on reverse).
- Gingham material (picnic red and white).
- Camouflage material.
- Baskets (with handles), bags.
- Suitcase, backpacks, shopping trolleys etc.
- Bamboo canes – 3ft long, (tape ends for safety).
- Masking tape.
- Long and short ropes: Educational sports suppliers such as Davies Sports, sailing suppliers – Chandlers.
- String, scissors, strong elastic bands.
- Torch, lamp, other camping items, tea-towels: Early Excellence sell good quality child-sized camping items.
- Umbrellas.
- Pulleys.

### **Books:**

- The Picnic – Mick Inkpen, Little Kippers
- Mr Bear's Picnic – Debi Gliori, Orchard
- The Lighthouse Keeper's Lunch – Ronda and David Armitage, Scholastic Hippo

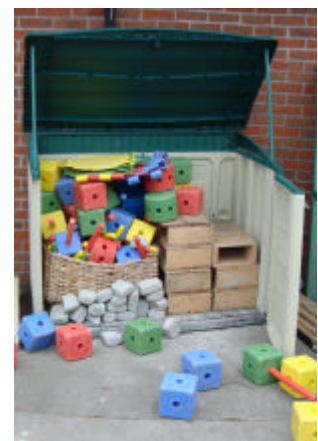
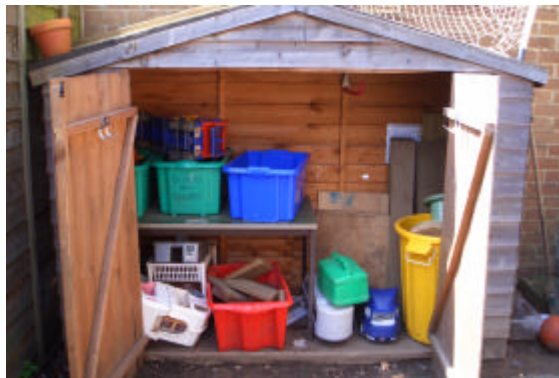
(Learning through Landscapes, Nov. 2005)

## Storage

*Appropriate, well organised and managed storage will lead to better quality play and will leave adults with energy and enthusiasm for supporting children's learning outdoors.*  
(Learning through Landscapes, Sept. 2004)

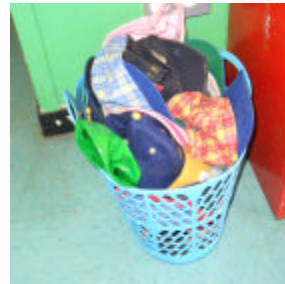


Resources need to be well organised, accessible and clearly labelled so that both adults and children know where to look, can easily find what they need and return it safely. This will reduce time spent on setting up and clearing away, and will encourage children's independence, decision making, and sorting and matching skills, keeping them in control of their learning and freeing adults for interaction and observation. It will also indicate an environment in which children are trusted and their self-initiated play valued. Small, easily transportable containers supporting particular aspects of outdoor provision such as sand and water play or gardening are helpful, as they enable adults and children to position resources where they are needed.



The most appropriate storage containers for a setting will depend on its situation, available space and the nature of the resources. However, some useful containers for organising smaller resources might include:

- Plastic crates with wheels
- Nylon net bag/kit bag
- Plastic bins
- Pocket systems to hang up
- Vegetable trolleys
- Trolleys with trays



Maintenance of the storage is also important and should be part of on-going risk assessment, especially if children have independent access to it.

If possible consider the following practicalities:

- Have as much storage space as possible to allow room to move.
- Have flexible resources which cover many play possibilities to reduce the amount of equipment needed.
- Keep resources apart from push chairs, car seats etc.
- Separate resources available for children's direct access and those that are not.
- Choose a storage unit that provides good access, eg, with double doors.
- Put the most frequently used items in the most accessible position.
- Use hooks to hang bags of resources and bins for awkward items, eg, long handled gardening tools.
- Ensure adequate lighting.
- Consider health and safety issues, eg, catches on doors to prevent them closing or trapping fingers and ramps to ease movement of wheeled containers.

(Adapted from Learning through Landscapes, Sept. 2004)

## Risk, Safety and Challenge

**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.  
(Core Value 9)**

Risk-taking is central to children's learning and development and has been linked to emotional well being and mental health. It allows them to push boundaries and attempt new things as well as building feelings of competence and developing an understanding of personal limits.

*Children have a self-preserving intelligence about keeping safe if they are allowed to use it, and the way to ensure that outdoor rules make sense to children – and that they respect them – is to negotiate those rules not only with all members of staff but also with the children themselves.  
(Ouvry, 2000, p88)*

Opportunities for adventurous and challenging play can be severely limited by adults' anxieties about safety, but it is clear that children will only develop the skills to be safe if they are exposed to a certain degree of risk and learn to assess and manage it themselves.

*Over-anxiety about safety outside can be another reason to limit time and activities, rather than engage in problem-solving with the children. (Lindon, 2007, p133)*

There is a commonly held belief that the Health and Safety Executive (HSE) require that risk should be eliminated from play environments. This has never been the case, but in recent years HSE has been more explicit in their public announcements: in their 'sensible health and safety' campaign they say that their aim is not to eliminate all risk, it is to ensure that risk is managed properly, so that people concentrate on the major risks but do not prevent activities that are worthwhile and enjoyable. *Managing Risk in Play Provision: Implementation guide (2008)* is consistent with the HSE principles of managing health & safety risk. This document is based on the Play Safety Forum's position statement *Managing Risk in Play Provision (2002)*.

*Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury. (Play Safety Forum summary statement, 2002, reprinted 2008)*

In relation to children with additional needs it states that;

*Disabled children have an equal if not greater need for opportunities to take risks, since they may be denied the freedom of choice enjoyed by their non-disabled peers. (Play Safety Forum, 2002, reprinted 2008)*

Both of the above statements about risk were subsequently included in and endorsed by the **South Gloucestershire Play Policy & Strategy document (2006)**.

**Risk management** in play provision has to start with the strategic direction provided by a policy framework. It is only in the context of clear strategic objectives that the process of weighing up risks and benefits can take place. However, risk management clearly goes beyond merely stating values and policy goals. There are the four stages of the risk-benefit management process:

- 1 Policy framework: this sets out your values and principles eg a play policy.
- 2 Risk-benefit assessment: this is a record of the decisions you have taken about risks and why you took them. The risk assessment required by health and safety law should include a consideration of the benefit from the activity; this enables you to be confident that the precautions are in proportion to the benefit from the activity.
- 3 Technical inspection (your own and any specialist checks): this ensures your equipment is fit for purpose.
- 4 Dynamic risk-benefit assessment: this shows how you use up to date information about current conditions (eg weather, change of route, pathway, facilities or events) to make common-sense changes to existing plans.

Three of these levels are applicable in all play provision, and the fourth mainly in provision where supervisory staff are present.

Managing risk in a play context depends on making decisions based on the four stages set out above. The significant change which distinguishes managing risk in play provision as opposed to places of work is that risks and hazards can be seen as good or bad.

**Good risks and hazards are acceptable and hold few surprises. Bad risks offer no obvious developmental or other benefits.**

**Good risks** and hazards in play provision are those that engage and challenge children, and support their growth, learning and development. These might include equipment with moving parts, which offers opportunities for dynamic, physically challenging play; changes in height that give children the opportunity to overcome fears and feel a sense of satisfaction in climbing; and natural loose materials that give children the chance to create and destroy constructions using their skill, creativity and imagination.

**Bad risks** and hazards are those that are difficult or impossible for children to assess for themselves, and that have no obvious benefits. These might include sharp edges or points on equipment, weak structures that may collapse, and items that include traps for heads or fingers. Therefore, good risks and hazards are acceptable in play provision and playable spaces. They hold few surprises. On the other hand, bad risks are more problematic, since they offer no obvious developmental or other benefits. Most adults are competent at assessing good risks, partly due to their childhood experiences and observations of other children. No other training or expertise is needed to do this. Assessing bad risks, on the other hand, can require expertise. Deciding what load a structure can support, or whether or not a play structure has head traps, is a job for an expert. One benefit of industry standards is that they allow these bad risks to be identified, advised upon and periodically reviewed.

**Keeping good records** is part of any sound risk management system. As with risk assessment itself, common sense helps inform decisions about what needs to be recorded. As the HSE states, sensible risk management is not about 'generating useless paperwork mountains'. The most important thing to monitor is the overall performance of the provision, taking into account risks and benefits, in order to see if it is working as planned, or needs modification. (Risk Management was adapted by M. Follet from Ball, D Gill, T and Spiegel, B, 2008)

A general risk assessment should be carried out once a year unless significant changes to the on site or off site environment have taken place. Practitioners must weigh up the benefits and the risks of individual activities but should remember that recurring activities only need to be risk assessed once unless significant conditions change.

Providing appropriate risk, safety and challenge in the outdoor environment has some essential implications for practice according to Tovey (2007, p112, 2009, p6). These are that:

- risk and safety issues are discussed as a team in order to establish a shared understanding, consistency and shared sense of trust;
- children learn to assess and manage risk themselves;
- adults accept that risk is an essential part of play and pedagogy and that appropriate risk-taking is therefore promoted, extending rather than interrupting play;
- staff are knowledgeable and competent to assess and manage risk: this may have implications for training; and
- parents are helped to have a clear understanding of the importance of appropriate risk-taking, through discussion and information.

## Forest School

*Forest School is based on the Scandinavian Model of outdoor education. In Scandinavia young children spend a considerable period of time using the outdoors on a regular basis throughout the year. Emphasis is placed on building confidence and self-esteem through practical activities.*

### **Forest School England**

#### **Definition**

*Forest school is an inspirational process, that offers children and young people opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland environment.*

#### **Principles**

- *Forest School is for all children and young people.*
- *Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.*
- *Forest School is organised and run by qualified Forest School Leaders.*
- *Forest School maximises the learning potential of local woodland through frequent and regular experiences throughout the year, not a one-off visit.*
- *Forest School helps children to understand, appreciate and care for the natural environment.*



Photographs courtesy of  
Neil Phillips Photography

Early Forest School sessions tend to focus on the structure, with an emphasis being placed on establishing health and safety routines. Once these are embedded, the sessions become more flexible, allowing freedom within accepted boundaries.

Leaders have to be skilful observers and assessors who understand how to support children appropriately through partnership in learning. Sessions tend to include adult-initiated tasks which are designed to be achievable so that every child can succeed, while still incorporating an element of challenge, and time for child-initiated interests to be explored.

(Adapted from Worcestershire County Council, A taste of Forest School in Worcestershire)

Forest School sessions should be run with small groups of children, and high adult to child ratios. This allows children to undertake tasks and play activities that challenge them but does not put them at undue risk of harm, and practitioners to get to know the individual learning styles and abilities of the children in their charge.

Forest School focuses on the 'whole child' not just their intellectual abilities. It builds on children's innate motivation and positive attitude to learning and allows them freedom to explore using multiple senses, which is fundamental for encouraging creative, diverse and imaginative play.

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Worcestershire County Council A Taste of Forest School in Worcestershire. Worcestershire County Council

## Some Outdoor Spaces and Venues to Visit in South Gloucestershire

Avon Valley Woodlands Local Nature Reserve (LNR), Hanham  
Gorse Covert LNR, Patchway  
Ridge Woods LNR, Yate/Chipping Sodbury  
Three Brooks LNR, Bradley Stoke  
Wapley Bushes LNR, Dodington/Yate  
Warmley Forest Park, Warmley  
Wick Golden Valley LNR, Wick  
Willsbridge Valley, Bitton (Avon Wildlife Trust)  
Yate Common, Yate

For more details or to find out about other sites, go to:  
[www.southglos.gov.uk/environment](http://www.southglos.gov.uk/environment) Countryside and nature/nature reserves.

In addition:

Bournstream, Wotton-under-edge – play and picnic site for children with special needs.

([www.bournstream.org.uk/donations.php](http://www.bournstream.org.uk/donations.php))

Grimsby Farm, Kingswood – opportunity to see a variety of animals. Has picnic and play areas.

[www.southglos.gov.uk/environment](http://www.southglos.gov.uk/environment) Parks, playing fields, spaces.

Hop skip and Jump, Kingswood – a play and support centre for children with special needs and their families

[www.hopskipandjump.org.uk](http://www.hopskipandjump.org.uk)

## Useful Contacts and Sources for Resources

- Learning through Landscapes – helps schools and early years settings make the most of their outdoor spaces for play and learning.  
Tel: 0196 2846258 [www.ltl.org.uk](http://www.ltl.org.uk)
- Bishops Wood Centre – provides advice and consultancy on developing outdoor areas and learning, courses, training and class visits.  
Tel: 0129 9250513 [www.bishopswoodcentre.org.uk](http://www.bishopswoodcentre.org.uk)
- Play England – provides advice/support, publications, training etc on children's play  
Tel: 0207 8436300 [www.playengland.org.uk](http://www.playengland.org.uk)
- South Gloucestershire Council's Landscape Consultancy – offers a professional design service for schools and early years settings working with them to plan and design natural play areas.  
Tel: 01454 863776  
[www.southglos.gov.uk/environment/landscapeconsultancy](http://www.southglos.gov.uk/environment/landscapeconsultancy)  
Email: [landscape.consultancy@southglos.gov.uk](mailto:landscape.consultancy@southglos.gov.uk)
- To find out about Forest School training providers, visit Forest Education Initiative (FEI) at [www.foresteducation.org](http://www.foresteducation.org)
- Children's Scrap Store – provides open ended scrap materials to member groups for a small charge.  
The Proving House, Sevier Street, St Werburghs, Bristol BS2 9LB  
Tel: 01179085644 [www.childrensscrapstore.co.uk](http://www.childrensscrapstore.co.uk)  
Email: [enquiries@childrensscrapstore.co.uk](mailto:enquiries@childrensscrapstore.co.uk)

### Schools

Also available from Scrap Store are Play Pods. (Container/Pod full of recyclable/renewable materials and equipment to stimulate, facilitate and enhance play. Contents are chosen by the children from lists of resources.)

- Mindstretchers – designs and produces a range of resources  
Tel: 0176 4664409 [www.mindstretchers.co.uk](http://www.mindstretchers.co.uk)  
Email: [enquiries@mindstretchers.co.uk](mailto:enquiries@mindstretchers.co.uk)
- Out2Play Resource Centre – provides equipment on loan, support and training. For further information:  
Tel: 0117 9782187 [www.out2play.org.uk](http://www.out2play.org.uk)  
Email: [out2play.csv@gmail.com](mailto:out2play.csv@gmail.com)

**Further information, guidance and case studies on outdoor learning can be found at [www.learningwithsouthglos.org/EYFS](http://www.learningwithsouthglos.org/EYFS)**

## Further Reading and Resource Books

### General

The Great Outdoors: Developing children's learning through outdoor provision  
Margaret Edgington. Published by Early Education (2002)

Exercising Muscles and Minds: Outdoor play and the early years curriculum  
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