

Part 1



(Bridgend County Council, 2021)

Part 2

The area lends itself to a variety of learning opportunities.

In particular, Science and mathematical areas of learning are in an abundance.

Conversations emerged through questioning from the children, highlighting the benefits of the curiosity approach. Child A: “ the sea is moving, how is it doing that?”

Practitioner explained scientific forces in age appropriate language for the child to relate to real life experiences.

The new curriculum urges for children to learn through experiential movements to allow them to make links to themselves and the world around them.

Children observed the movement of the sea for a few minutes and children could be heard agreeing and asking each other could they see how it works?

As the group moved further towards the beach front, practitioners took the opportunity to discuss the litter on the beach.

Children were reminded of the expectations of collecting all of their rubbish and placing it in the correct bins provided.

This opened up a healthy discussion towards the waste in our environment along with the need to recycle our waste.

Practitioner A furthered the children's reasoning, linking it back to the previous discussion...

"what do you think happens to the rubbish that end up in the sea boys and girls?"

Child B: " it floats forever!"

Child C: "no, it comes back – look at the waves, they come back to us, they bring it back for us to put in the bin!"

(Child C is already highlighted to the early years setting as a child that needs challenge within their learning as they appear to be work at a level that is over their expected level.)

Practitioner A : "how do you think that works Child A? What about the boats? They don't float back to us, they are very far away from us!"

Child C: "but they have engines that force them away!"

Children within the group contributed to other practitioners within the group whilst Practitioner A continued to use age appropriate questioning to extend Child C's understanding and curiosity, making links to scientific language of forces and tidal activity.

Once the group had reformed, Practitioner A shared her discussion with Child C to allow the other children within the group some exposure to the scientific language being said and to allow for opportunities for them to expand on what they may already know.

Curriculum for funded non-maintained settings allow opportunities for children to follow the same scheme of work that mainstream primary aged children have access to. In this case, Practitioner A is using her knowledge of that and providing the child with a transition into what they may encounter when they reach primary school age. This helps to support the movement between the learning environments. Which practitioners should follow to create a safe learning space for all children. Local initiative support this, encouraging all settings to provide enhanced transitions for those that are identified to need one.

Children then began a session to explore the rockpools.

Practitioners sat with the group of children whilst the Costal School lead explained the task, practitioners' expectations, along with appropriate questioning over the consequences of not following safety rules.

This provided staff with useful knowledge of the children that may or may not be familiar with safety implications along with their understanding of behaviour expectations at this location.

Framework suggests that children require an element of risk to their learning to allow them self-assess what they feel they are capable of. Practitioners allowed the children to then explore an area of the beach, set within sectioned boundaries.

The children were tasked with finding 3 different shaped shells or pebbles, which they would then discuss within their key groups after 20 minutes for exploration.

There were many excitable discussions amongst the children.

“Look I have found a fish!”

“what is it?”

“I don’t know...Miss look What’s this?”

Practitioner B – “I don’t know, let’s ask (Practitioner C).”

At this point, in line with working towards implementing assessment strategies, children were called to pause for a Pit Stop. During this time, Costal School lead explained what type of animal had been found and once again linked language back to scientific understanding of how it had ended up in our rockpools and questioned what would happen if any of that rubbish we had found would have been left in the rockpool.

Children seemed fully engaged with the discussion and drew upon previous knowledge of what had been taught at the beginning of the day.

Children were then allowed to continue their exploration, before being called back to share their findings.

Children were encouraged to use basic counting skills of up to 3 to check they had achieved the learning outcome of finding 3 shells.

Children were then asked to check that they had selected 3 different looking items.

Practitioner C - “how do you know they are all different? Why is that one not the same as that one?”

Child D – “because this one is pointy and this one isn’t. This one has bumps.”

This sparked enthusiasm amongst the group and all children started showing each other their items and using a range of vocabulary to discuss the properties of the items.

RISK BENEFIT ASSESSMENT

Location / Activity:	Rest Bay Porthcawl (Postcode CF36 3UP)	Date:	Tuesday 24 th September 2024
Assessor:	Dominique Pearce	Review date:	17.09.24

The boxes in the table below will expand as you type into them; pre-entered text is simply for illustration. You should delete irrelevant items and replace with text relevant to your circumstances.
Your overall risk rating – Low, medium or high – is based on your judgement about whether the BENEFITS of the activity or opportunity outweigh the RISKS.

Experience/ exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and associated risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk after precauti ons RATING: L/M/H
Transport to and from venues	New experience of using transport method. Boosting confidence within young children to explore new experiences. Social interactions with peers and familiar adults. Positive discussions around senses and making links of likes and dislikes of the experience. Gaining a sense of self-acceptance.	Traffic accidents Crossing roads/ pathways when transitioning between settings/bus. Children using correct car seat arrangements. Children not strapped into car seats correctly. Staff to children ratios to ensure safety of all children and adhering to current workplace policies.	Pupils/ Staff	Ensure a recognised LA bus company is used. Ensure seat belts are worn at all times and are checked by visit leader, alongside appropriate safety checks of all car seats for quality and to ensure they are securely fitted. If using a self-drive mini bus there needs to be at least three members of staff on bus, seated with the children, alongside designated bus driver. Only children with parental permission will be allowed to board the bus, with the agreed safeguarding member of the team, as well as the supporting staff members. First Aid kit to be fully equipped and accessible at all times.	L/ M - Members of the public can be unpredicta ble. Staff to be vigilant at all times.

Experience/ exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and associated risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk after precauti ons RATING: L/M/H
Crossing roads from car park to beach	Essential life skills implemented for crossing safely. Children given the independence to check for themselves and assess their own level of safety. Children gain sense of accomplishment through praise and positive reinforcement for crossing safety procedures.	Injury from impact of vehicles. Potential accidents to children and staff when navigating across uneven terrain. i.e. tripping over kerbs, pot holes in the ground, misplaced floor slabs. Children obstructing pathway of pedestrians passing by. Stranger Danger – unknown members of the public surrounding group or using same areas of the location.	Pupils/ staff/ pedestrians within close proximity.	Brief children of conduct expected of them when walking/crossing roads. Explain potential hazards and safety rules for children to be familiar with their surroundings before arriving at the location. Ensure staff are placed at front, middle and rear of children in the line. Pupils to walk in pairs or single file. Members of staff to assess and select a safe place to cross roads (if not using recognised pedestrian crossing) At least 1 member of staff to stand in road with children walking from one side to the other. Remaining staff to position themselves evenly across the group to ensure all children are visible and protected at all times. Stranger danger: Remind children of expectations when coming into contact with the public and use familiar language for the children to understand what is being asked of them. First Aid kit to be fully equipped and accessible at all times.	L/M - Members of the public can be unpredicta ble. Staff to be vigilant at all times.

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-Weather	Exploring elements in natural surroundings. Experience of unfamiliar weather conditions. Discussions around change in weather conditions linked to scientific learning opportunities.	Exposure to elements/ sunburn/ hypothermia/ wind or sand burn. Unexplained high tides – slippery surfaces, rough water conditions. Vast expanse of space due to unexpected low tides. Hazardous items located on site that have been washed up.	Pupils /staff.	Appropriate clothing to be worn (PPE) and sun cream must be worn. Staff to provide additional clothing for children, should they arrive to the setting without it. Parental consent to be given to apply sun cream if needed. Effect of weather to be monitored throughout session, if weather deteriorates relocate/ return to bus. A shelter to be provided if too hot / cold. Assessment of site upon arrival to determine safest area to base the group. Safe removal of any items at the site that may cause harm/ injury. Boundaries set up upon arrival for children to be aware of limitations and expectations. Children to placed in key worker groups to ensure all children are monitored at all times. First Aid kit to be fully equipped and accessible at all times.	L

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Uneven ground/ rocks/seawee d/ Vegetation	Understanding risks. Understanding own limitations. Developing knowledge of how to safely follow rules and instructions.	Slips, trips and falls Scratches, bumps from rocks/slips.	Staff/pu pils	Safety briefing warn of slippery algae/seaweed on rocks. Advise group not to put anything in mouths Staff to check for any known poisonous plants Appropriate footwear to be worn. Fully equipped First Aid kit accessible at all times.	L/M – safety of children to be monitored at all times, unexpecte d accidents may occur without fault or warning.
Separation from group	Safety awareness of self and others around them. Understanding cause and effect. Understanding limitations.	Lost children.	Staff/pu pils	Correct adult to child ratios stipulated by LEA. Children to be supervised at all times. Regular head counts. Safety talks/children to stay within the given boundary at all times. Children to wear high vis vests to aid quick recognition. Lost persons procedures in place. Member of staff to accompany children to toilets at all times.	L

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Animals /insects	Discussions over unfamiliar animals. Exploration of rockpools to identify a range of animals/ insects. Learning opportunities for scientific aspects of life cycles, food chain. Extension of vocabulary – descriptions of textures, properties, characteristics of the animal's children may find.	Loose dogs. Dog faeces. Stings/bites. Allergic reactions.	Staff/ Pupils.	Advise children not to approach dogs on beach. Advise children to remain still in the event of a dog approaching them. Advise children to beware of dog faeces. Instruct owners to put leads on dogs if interfering with activity. Appropriate clothing to be worn. Leaders to be aware of allergies of group members and medication to be taken for allergic reactions. E.g. epi pens. All to wash hands before eating or anti back gel to be used. Fully equipped First Aid kit accessible at all times.	L

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Tidal Trash exploration	Understanding of effects of littering (Linked to science). Understanding of the amount of waste we produce (linked to maths). Safety of self and others. Understanding recycling - showing the benefits of healthy living habits.	Dangerous waste: Litter /glass/ sharp objects. Injury/infection.	Staff/ pupils.	Site to be checked prior to the visit. Staff to clear sharp objects and dispose of them correctly. Warn children to take care of litter, sharp rocks and shells. Groups to be supervised by adults. Stay within boundaries. Warn children to be careful what they touch/ pick up. Wash hands after activity.	L
Sand activities	Sensory play. Creative and imaginative play. Social interaction. Authentic learning opportunities.	Irritation/infection.	Staff/ Pupils.	Safety talk to children. Warn not to throw or kick sand. Warn not to rub eyes with hands. Antibacterial gel or wash hands before eating	L

Experience/ exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and associated risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk after precauti ons RATING: L/M/H
Cliffs and surrounding area	Managing risks. Understanding limitations and safety of self and others.	Injury / death from falling rocks.	Staff /pupils	Safety talks to staff and children. Identify out of bounds area. All staff to enforce rule. Supervise children at all times.	M

Part 4

Observation is key to identifying children's abilities and personalities within their educational development. Krieg (2017), implies that practitioners working with children, particularly those within the early years sector, should simply "observe and respond" to the children's intrinsically motivated cues for needing adult engagement. Thus, determine their level of development and to educate practitioners of when provide suitable teaching of the mathematical or scientific elements to the situation.

Within, Welsh Government (no date), current 'Curriculum for Funded Non-Maintained Nursery Settings,' document, advises adults leading the learning environment should use observations to support the planning and delivery of learning opportunities, with Bruce, Louis and McCall (2015), agreeing that planning derives from effective observation of children's engagement in learning.

Ellis and Todd (2018), says it is the adult's role to scaffolding children's learning, allowing for an appropriate level of challenge in order to support cognitive development. Moreover, Menning (2019. Pp.34 - 51), explains this can feed the imaginative mind, linking to theoretical conclusions of the curiosity approach, encouraging practitioners to explore their own curiosity to feed the development of the children.

Within the discussed environment, there are numerous activities justifying this viewpoint.

Children developing their neuro divergent mindset can be faced with challenges in the discussed environment. As, Alister, et al. (2023), explains, the environment for neuro divergent individuals holds significant influence on whether children relate a positive or negative relationship with their leaning environment, based on their sensory compatibility. This meaning that should they dislike certain feelings to

noise or touch, the costal environment can provide many conflicting emotional experiences, in turn, leading to a memorable experience. The beach holds many sensory benefits as well as difficulties. Within the scientific realms, exploring the properties of the sand may enforce a trigger to those that find discomfort in some sensations. If the objective of the lesson is to describe how the sand feels, for example, can distress some children. This, St. John and Ausderau (2024), form links to young children within their eating habits. Thus meaning that practitioners should approach with care to ensure negative affiliations are made and children merge their sensory challenges into other aspects of their lives.

Likewise, regarding mathematical barriers, when conducting a measuring activity, for example, the recognition of number and their value can cause confusion for children with specific learning needs, such as dyscalculia.

When creating learning objectives, the adults can support children's development through incorporating resources to aid their learning.

In this costal aspect, classroom-based resources will need to be added to create an enabling environment for children to succeed. When explaining measure, for example, to very young children, visual aids such as rulers, can be used to allow the children to make sense of what is being shown.

Limitations can arise when aiming to support learning with heavily resourced tasks. Various terrains on the environment may not lend itself to proper exhibition of how to properly conduct a measuring task.

Overcoming hurdles with require adults to use initiative, extend the learning of the children. This can be achieved by adapting planning to suit the environment. Practitioners can use non-standard measure, to allow an understanding for children. Re visiting the activity once in a more accommodating environment will then allow children to make the links and deepen their understanding, in turn achieving the learning objective.

Reid, Elbeheri and Everatt (2016) suggests it will then be the role of the adult to try to overcome these barriers; planning more creatively to enable children to partake and be mindful of inclusiveness within their desired outcomes.

Kohlberg (1984), theory of learning through experience lends itself to the outdoor learning relating to the discussed environment, through abstract thinking and making links to reality – working through the stages of feeling, thinking and doing, all the while watching what is going on around them and making formative conclusions to aid their cognitive development. Providing the children with opportunities to gain hands on experiences of the world around them is evident. Linking this to the “awe and wonder” experienced through finding one’s sense of self and self-actualisation. This can be achieved through many areas of learning but when linked to science and maths, can give a greater understanding of how cross curricular activities form a library of learning opportunities (Waite, 2011).

Linking to the current Curriculum for Wales Framework, outlining that learning should be authentic and provide real life context, cannot be more abundant within the coastal environment.

Children can delve deeper into the life cycles of the animals, making links to themselves and others around them.

Placing emphasis on them as an individual and boosts motivations to learn, as they begin to see that what they do has positive impacts in their life journey. This can also have an effect on their social skills. Rief (2016), suggests that this allows children to explore the challenges of learning to assess the needs and involvement of others in their play.

Equally, it allows them to see the negative effects that mis informed decision making can have on their environment. For example, the effects littering can have on the sea life, as well as their own world.

The activities linked to this area of learning also requires authenticity. For example, scavenger hunt becomes an ideal opportunity to introduce young children to a range of scientific language that they can make links to real life context. Showing them real images and providing them with appropriate descriptions gives them a more realistic understanding through quality discussions.

Within a mathematical context, costal school sessions implement the foundations of basic number, using the loose parts play theory. Children can be immersed in counting activities, alongside the recognition of number sequencing. This something that.... Explains to be the building blocks of children's understanding of quantity.

The role of the adult in enhancing children's loose parts play should be enriching with topic specific questioning, allowing the children form connections between what play looks like.

Assessment strategies currently implemented through rationalised questioning, offers children an alternative insight into how they perceive their learning. Professionals are encouraged to model positive attitudes towards all learning aspects, ensuring that clear learning intentions are relayed to the children, at an age appropriate level. As scientific development can be more difficult to monitor, Welsh curriculum, as explained in the statements of what matters, places more emphasis on driving this area of development into the forefront of practitioners planning, to support learners to become more "ethically informed citizens." (Welsh Government, no date.)

Costal environments encourage this, showcasing all aspects of how we form ideas of how to take of ourselves and our world.

It is that of the open-ended questioning that gives children the confidence to explore their own methodical conclusions, based on what they already know. Much to the agreement of Vygotsky's, Zone of Proximal Development Theory. Children build on what they know and what they learn through using the knowledge of those around them. Using open – ended questioning allows children to reach conclusions based on informed learning outcomes. (Smagorinsky, 2018)

It is also good practice here to note that children need time and space to engage in purposeful learning. This resulting in them gaining a sense of freedom and the opportunity to build substantial relationships with peers, practitioners and more importantly themselves. This, in turn, allows the children to feel at ease and their ability to learn increases, (Richardson, 2014). It divulges key information on what choices need to be made for themselves and the possibilities on offer to them. Children gain a self of self and acceptance through choosing how to explore.

The costal setting provides ample space, however, may pose limitations with the element of timing.

This can offer a positive learning experience that may not have been considered. In relation to the scientific aspect of learning, changing of the tide can be explained to children within the early year and supports their development of timings. Thus, showing how this environment can show cross curricular links.

Showing flexibility to those that may need extra support within this environment, it introduces change of routine and structure. Something that children with ALN may find difficult to control.

The sudden change in plans, should the area need to be vacated promptly, can cause unwarranted stress for a young child to contend with.

Adults embarking on outdoor learning, in this field, should be encouraging towards the children's imaginative play and exploration.

Affordance theory is displayed through the children selecting unconventional items they find across the outdoor classroom, creating its purpose in that moment, for what they need it to be.

In these instances, professionals working with children could be inclined to use more metacognitive speech. Resulting in more meaningful conversations. Children can gain the confidence to express their ideas whilst working through trial and error processes. In turn, adding justification to theory with more significant development on their listening and interpretive understanding. (Chou, 2016. Pp. 51 – 70).

Froebel (1782 – 1852), depicts children learning through completing an action, showing physical evidence of the learning outcomes. Children are able to feel the levels of involvement. They are able to link their understanding of what they are doing as they living it through whole body experience. When experiencing play in this environment, children gain more autonomy over what they are learning and applying that information into real life context. In terms of mathematical context, this supports the notion that this environment is rich with mathematical learning experiences as children are embedding more skills than they would if they were to take part in a simple task sheet activity- they can witness the importance of the skills . (Grigg and Lewis, 2016).

Holistically, this can be identified as a beneficial aspect to the children's development. Children are physically involved with their development, improving motor skills.

Their emotional development is challenged through the scientific aspect of the life cycle; taking on complex emotions towards quality of living for sea creatures.

Children's well – being is catered for within the outdoor environment. Children are happier when they are outside

In contrast it is the role of the adult to provide these experiences, more importantly for the children that may never get the chance to take part in such enriching sessions.

Discussion around the elements making links to their knowledge of the weather, forces children to see the effects it has on learning. It provides teachable moment to explore their own limitations of what they can and can't do.

Pupil voice has been encouraged within Welsh Governments Curriculum for Wales Framework to give children autonomy over what and how they learn.

Placing focus on the stage of the children and not their age, conforms to UNCRC (1989, Article 8, Article 13 and Article 31), highlighting the rights for children to be accepted, have freedom and the right to make decisions regarding themselves and their education.

In conclusion, outdoor environments provide enriching experiences for all children.

Curiosity approach provides endless learning opportunities within the costal environment. Children have the freedom to explore their natural surroundings with elements of risk, to encourage their rational brain.

For very young children the benefits are far greater, giving new concepts to their understanding of the world around them. While limitations can be stressed, ultimately it is viewed that outdoor learning is a neutral learning environment, without place for discrimination or restriction, highlighting that all environments place gender specific restrictions on what learning objectives can be achieved for each child.

Practitioners providing an enabling outdoor learning environment should feed the curiosity of young children, in turn creating the effects of awe and wonder within their rapidly developing cognitive development and should be nurtured to give them the opportunity to reach their full potential, while catering to their holistic development.

The role of the adult in these circumstances are then responsible for creating enriching learning opportunities in line with the progression steps, within the new curriculum, ensuring children are working at the correct level for their stage of development.

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