

AI Statement

I acknowledge the use of Google Scholar (Available at: <https://scholar.google.co.uk/>) for the purpose of research in relation to Module 10 – Awe and wonder – science, mathematics, and the outdoors (ECEY5005).

I confirm that I have also kept my research notes should they be required.

Module: ECEY5005

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Section 1



Source: Baugh, 2025

Section 2 - Learning Story (1200-1400 words)**Blaen Bran Woodland Area Exploration.****What did we do?**

This afternoon a group of ten Reception pupils (aged 4-5) took part in an exploratory visit to a woodland environment to Blaen Bran Cwmbran, (pictured in Section 1) they were supported by three adults. This ratio was higher than usual for this age group and was a deliberate decision to ensure children had access to enabling adults that could extend learning opportunities and provide a richer learning experience (Kiviranta et al, 2024). Due to the weather changing and it being early in Autumn the woodland is rich with fallen sticks and natural debris to explore and discover.

During our visit the children independently explored the environment and collected a variety of natural loose parts they found on the woodland floor including, acorns, conkers, twigs, feathers and pinecones. The children fully engaged in this demonstrating natural curiosity and autonomy.

Soon the group discovered a partially made den structure and enthusiastically collaborated to finish it by searching and selecting sticks and other materials that were suitable. They demonstrated collaborative working, problem solving and creative thinking throughout the process. This woodland experience also sparked interest in woodland habitats and living things. They wondered about the possibility of a Gruffalo living in the den and the other types of animals and insects live in the woods and where they might live. A child found a ladybird on a stick and wondered where its home and family were, another child became fascinated by its spots and wondered if ladybirds could be different colours. The children also found a wasp nest in a tree, and this deepened the conversation around where insects live and what their homes look like, the children were able to notice shapes in the developing comb of the wasps nest.

This outdoor experience afforded children the opportunity to child led learning, collaborative play and inquiry based learning strengthen mathematical and scientific thinking in line with the Curriculum for Wales and supported Froebelian principles of unity and connectedness with nature.

<u>What did we explore and discover?</u>		
<u>Maths Development – Exploring Loose Parts</u>	<u>Science Development – Living things and Habitats</u>	<u>Maths and Science Development – Seasons</u>
On arrival to Blaen Bran Woodland the children independently explored the woodland area and began collecting some of the natural loose parts that were on the ground. As the woodland area is  Source: Baugh, 2025 quite vast it has many different types of trees and treasures that had fallen to the ground. The children enjoyed scoping the ground navigating the different terrain collecting conkers, pinecones, acorns, feathers and sticks. Two pupils in the group came together and began to group the items they had found together into piles and analysed who had more or less of an item. Aria stated while talking to Elis “I have more acorns than you have conkers because I have six and you only have four. However, Elis replied “but mine	The discovery of a shelter in the form of a half-built den had most of the children excited and they quickly collaborated to finish the job. They explored the area in search suitable sticks and materials that would complete the den. Two of the children took on the role of the builders of the den while three of the others ventured around the woodland area searching for various sized sticks, forming piles. The  Source: Baugh, 2025	During the visit Blaen bran the children noticed it was starting to look different to the last time we had come one exclaimed “the trees aren’t green and as full anymore” and another child said “they have turned orange at the top” A practitioner responded with “that’s a good observation, what do you think is happening?” this then turned into a conversation about seasons of the year and how the woodland may look in each one. Aria said “Next we come the leaves might all be gone as they have already started to disappear at the bottom” a practitioner encouraged the children to see if they could find any of fallen leaves and compare the colours. As the children gather the leave they could find they began to talk about how “crispy” and “crunchy” they were. The practitioner asked the children how they think the woodland looked in winter the children came up

are bigger and spikey!" Aria explored the one of Elis's conkers and noticed it had a crack in it commenting "I think this one is broken". A practitioner suggests "maybe it has something inside you could investigate?" Elis now takes the conker and suggests "let's try a stick to open it" together they take it in turns to prise open the conker shell with sticks, eventually releasing the conker inside.

Aria explores the conker in her hand and exclaims, "its smooth and shiny" This interaction demonstrates early data handling skills through the tactile



Source: Baugh, 2025

exploration and handling of the natural loose parts through categorisation and sorting. the tactile and sensory experience of handling loose parts supports Elis and Aria make observations and use language to describe properties and textures.

Curriculum Outcomes:

Mathematics and Numeracy

Comparing, sorting and categorising objects

Using number in real life context (counting loose parts)

Exploring measurements through size, weight and quantity, more than, less than and equal too



Source: Baugh 2025

children shouted to each other that "we need more long sticks" and Bobby suggested "that the smaller sticks might be used to keep the water out when it rains". Here the children are negotiating roles, communicating ideas

and using trial and error to test which materials would be most successful to complete the den.

Aria had joined the group and was inspecting the inside of the den and had found some rope that she was hanging up. A practitioner asked her "What the rope was for?" Aria replied "It's to hang the cooking pot on" her imagination sparked curiosity about what could live there and soon one of the children got wondering "What could live in den?" Sophie suggested "maybe a Gruffalo?" a practitioner asked, "If a Gruffalo were to live in this den what would he eat as he will need food when he gets home?"

with "cold" "dark" and "maybe white with frost and snow"

Curriculum outcomes:

Science and Technology

Being curious and searching for answers to understanding the natural world

Mathematics and Numeracy

Exploring properties and making comparisons (Welsh Government, 2020)

(Welsh Government, 2020)	Meanwhile Harry said, “Look miss there’s a ladybird on my stick” Tomos then guided the ladybird off the stick into his hand. A practitioner reminded Tomos to be careful and keep the ladybird safe and he asked “Miss where do you think this ladybird lives? Where is his family?” Bobby then shouted “look, this is interesting!” and showed a practitioner a small hollow structure he had found on a tree. The practitioner said “that’s an empty wasps nest” Bobby looked at the nest in his hand and said “ It has little shapes in it”, all the children began to come and look and a practitioner said “Lets count how many sides the shape has and decide what shape it is” and begins to count “Un, dau, tri pedwar, pimp and chewech”, The practitioner asks “What shape has six sides?” the children all shout and “Hexagon” Curricular Outcomes: Science and Technology Exploring the relationships between living things, their habitats and their life cycles.	
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Source: Baugh,2025



Source: Baugh, 2025

	Explore using my knowledge of material and existing products and suggest design improvements (Welsh Government, 2020)	
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The Four purposes:

Ambitious, capable learners – Completing a den building, being curious and problem solving

Healthy, confident individuals- Navigating terrain, gross motor skills in building den and lifting materials, Sensory rich, hands-on experience through movement, touch and exploration.

Ethical, informed citizens – Respecting and caring for animals/habitats. Noticing environmental changes

Enterprising, creative contributors – Collaborative work to build the den, using resources and material able to be creative

(Welsh Government, 2020)

Enhancing resources and Equipment

To enrich and enhance experiences during future outdoor opportunities at Blaen Bran, I could introduce magnifying glasses to support deeper exploration of natural loose parts such as leaves, bark, insects, and seeds. This would encourage children to observe finer details and perhaps encourage inquiry into bugs and insects.

I could also introduce simple data collection methods, such as tally charts, to help children record and compare what they find. This would support early numeracy and categorisation in real life context and consolidate classroom learning

To enhance the den-building experience, I could provide tarpaulins and ropes, allowing children to experiment with shelter construction to deepen understanding of properties of materials (e.g. waterproofing, strength, flexibility)

Section 3**RISK BENEFIT ASSESSMENT**

Location / Activity:	Blaen Bran Cwmbran – Woodland	Date:	14 th September 2025
Assessor:	2413982 – Rachael Baugh	Review date:	14 th December 2025

Experience exploring outdoor space in photograph	How will children BENEFIT from this activity?	Possible hazards	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk RATING:   / 
Parental/Guardian Consent and Safeguarding	Enhanced learning experience/opportunity in outdoor setting Fostering good relationships and communication with parents. Opportunities for parental engagement with children in outdoor exploration. Promotes parent/child interactions and learning experiences together. Especially if parents can offer specific skills to enrich the learning experience.	Lack of parental consent will exclude children from experience/opportunity. Delays in returning consent will hinder planning of the trip. Not having up to date emergency contacts and medical needs will delay emergency protocol. In turn there will be delays to accessing appropriate medical interventions and could escalate to more serious situations	Staff and children	Practitioners have a duty of care to seek parental/guardian consent. Ensuring legal protection for school and staff in case of incidents/accidents. Consent forms sent out parents with plenty of notice to ensure planning is not delayed. This will also include the trip details, date, times, travel time, morning agenda, items parents need to provide. This ensures information is shared and all required information is up to date such as emergency contact details and medical needs information/protocols. Volunteer parents – Extra hands for supervision and richer learning experiences.	L
Health and Medical needs – (Medications / Allergies)	Inclusivity – Enables all pupils to take part in the opportunity/experience Promotes children's safety and wellbeing for duration of the trip – pupils will have relevant medication/ processes in place should they need it Practitioners will be able to effectively manage and situation that arise calmly and appropriately	Lack of appropriate medications/ allergies protocol will see children excluded from the opportunity. Risk of illness or injury if exposed to allergens/ cross contamination. Environment itself could exacerbate certain conditions. Delays in protocols to accessing correct medications/ medical care if these are not known/disclosed.	Staff and Children	Individual risk assessments completed for children with allergies/asthma/epilepsy. Other medical needs First aid kit – check kit includes everything the trip needs, all equipment is in date and not expired. Medications – ensure all medications required are taken on the trip, stored correctly, with the correct dosage, in date, have an allocated member of team who has relevant training for administration of medication and knows the care plan.	H
Staffing, Supervision and Safeguarding	Child: Staff Ratio / 10:3 Higher ratio of adult to child ratios to ensure adequate supervision, safeguarding and supports the unfortunate event of accident/emergency. Allows children access to enabling adults to scaffold and extend learning providing richer opportunities to develop maths and	Insufficient adult to child ratios will lead to difficulties in managing risks effectively and compromises supervision raising the likelihood of children going missing or preventable injuries Slower or missed opportunities to identify incident or medical concerns	Staff and Children	Clear roles and responsibilities for staff team. Trip Lead, safeguarding lead, designated first aider and a trained forest school practitioner. Ensure all staff have mobiles with emergency contacts saved. Whistles and pre-determined signals should anyone get lost and know emergency protocols	L

	science concepts in relation to curriculum through natural curiosity.	Staff will not be able to provide purposeful and meaningful learning through scaffolding and guidance because not enough adults and opportunities will be missed			
Travel and transport	Accessing natural learning experiences and opportunities that would otherwise not be possible. Exposes children to shared experiences and transport protocol.	Road traffic accidents/collisions – Trauma and road traffic injuries. Trips and falls while boarding and leaving the bus. – cuts and bruises. Children' s Behaviour – Seatbelts, distractions, disagreements Vehicle Breakdown Medical Emergencies		Use reputable and reliable transport company that will have insurance and up to date safety standards. Use of booster seats for smaller children if needed. Designated drop off/ pick up points. Adults to support children boarding and leaving the bus ensuring maintaining clear expectations of behaviour and conduct. Only board and exit bus from a safe pavement/area not a road. Support for accessibility needs Ensure use of seatbelts. Reinforce the importance of using seatbelts and bus safety with clear instructions using appropriate language. Seatbelts check to be done before bus leaves site. Adults sat throughout the bus at the front, in the middle and at the back of bus for duration of journey to monitor safety of children while being transported. (seatbelts and behaviour) Clear Communication plan. For delays with weather/missing children. for emergency cases with contact details for breakdown and medical emergencies First aid trained member of staff and first aid kit	M
Water Sources -Streams, ponds, rivers and reservoirs	Sensory rich learning experience. Water provides opportunities for open ended play and imaginative thinking Physical development – encourages co-ordination, balance and movement through water Opportunity to explore habitats and water animals	Risk of drowning. Trips and falls into water. Water Parasites exposure	Staff and Children	Close adult supervision always when children are exploring the water. Children reminded of how to stay safe around water sources and given clear boundaries. Children to wear protective clothing i.e. wet weather gear/wellies that are waterproof – ensure to bring spares. Children	H

Environment - Different terrain, uneven ground, slippery surfaces	Encourages children to take risks and build resilience as they learn to move safely around different terrain and surfaces. Develops gross motor skills promoting physical health and development. Children become aware of their bodies and where they are in the environment. Develops Proprioception and vestibular development – sensory rich feedback	Risk of trips, slips, and falls causing injury	Staff and Children	Pre-site visit to identify difficult terrain areas. Dynamic risk assessments in the moment. Ensure children briefed about the environment and possible risks of trips, slips and falls. Encourage them to manage risk by slowing down and helping each other until they are used to the environment. Ensure suitable footwear and clothing worn to reduce risk of injuries Adult supervision and support in difficult terrain areas higher adult: child ratios account for this also. First aid trained member of staff and first aid kit available in the event of an injury.	L
Natural Loose Parts	Supports development of open ended, child led exploration Develops fine motor – manipulation of natural loose parts. Promotes engagement and curiosity in nature and extends maths and scientific concepts.	Risk of choking – if smaller loose parts are mouthed or explore orally by young children. Children may collect inappropriate items such as rubbish. Exposure to allergen and irritants – handling loose parts could expose children to insect bites, environmental allergens in form of plants and fungi and cross contamination from soil, animal droppings or decaying items.	Staff and Children	Dynamic risk assessment by adults on arrival to highlight areas to avoid and highlight to children as unsafe. Appropriate adult: child ratio to ensure supervision/observations in loose part play. Adults can model and discuss safe handling of loose parts. Discussion with children about the things that might be new and exciting. Making children aware of items they should not collect with explanations on why. Consider boundaries- children made aware of loose parts not appropriate to explore to keep themselves safe. Reinforce that nothing is to be put in their mouth, wash hands at end of experience. First aider and first aid kit in the event of a sting/bite and known protocol in event of exposure to allergens	L

Photography /Recording	Supports children's profiles and learning journeys. Photos and recordings documents real authentic learning experiences and supports practitioners in reflective practice and planning for future trips. Encourages family engagement and sharing experiences. Encourages families to also get outdoors and explore together. Supports children's DFE learning	Accidental capturing children/staff who do not consent to being photographed/recorded breaching safeguarding policy. Staff distraction by taking photos/ recording compromising safety and taking away from in the moment opportunities. Equipment can get lost left behind and risk children photo and records - children are identifiable through names/school logos/ uniforms - breaching GDPR	Staff and Children	Consent sought for photography and recording from parents/guardians. Information shared with all adults attending trip of those not to be photographed/recorded. This will ensure everyone knows who has consent and reducing risk of capturing a child with no consent. Content to be checked before sharing with families. Limited use of photography and recordings and ensure staff remain diligent and aware. Allocate an adult to ensuring all equipment if accounted for and regularly check these items	L
Weather Conditions – Wind, rain, storms, hot weather	Supports children's awareness of changing conditions and seasons. Develops resilience and adaptability. Enhances sensory experience - rain, wind, cold, hot, wet and dry. Supports navigation of seasonal changes and identifying possible risks i.e. wind, water, sunlight Supports scientific thinking and reasoning – Seasons, Changes, weather cycles.	Cold weather – children will be wet, cold and could become upset and uncomfortable increased risk of hypothermia. Hot Weather – exposing children to heat stroke and sun burn Difficult weather conditions: Wind – falling branches/tree causing injuries including risk to life. Difficulty hearing and communication in high winds. Fog – Limited visibility, risk of getting lost, increased risk of injuries/falls due to not seeing slopes, low branches and uneven ground, increased risk of not seeing other hazards within the immediate environment	Staff and Children	Ensure appropriate clothing is being worn - Cold weather - wet weather gear, wellies, warm layers, gloves, hats etc Hot weather – hats, suncream, water, shelter and ensure shaded areas to allow children to rest/ cool down. Ensure to keep up to date with weather conditions vis the forecast/ Met Office – check for weather warnings and do not go out if weather warning in place (cancel/postponed trip) Have a clear exit plan for sudden changes in the weather that all adults are aware of and play an active role to implement to ensure children get back to safety quickly and effectively	L
Children exploring independently in the environment	Encourage children to become autonomous in discovering and exploring new environments. Supports the development of resilience and problem solving as children have to navigate and solve problems as they	Risk of children wandering too far or moving out of sight especially in woodland areas that are dense with trees and bushes Increased risk of injury from	Staff and Children	Staff to complete dynamic risk assessments of the area before children given freedom to explore. Highlight potential hazard to children to reduce risk of injury and support children to make own dynamic risk assessments when exploring the environment Appropriate adult: child ratios to ensure children are	L

	natural occur. Fosters curiosity as children can follow and explore own interests and open ended play. Promotes physical development as the explore environment through climbing, balancing, and moving freely Promotes connection with nature and outdoor experiences that promote wellbeing.	slips or trips due to climbing, balancing and naturally presenting risky play opportunities Natural occurring hazards in form of sharp sticks, insects, low branches and tree roots may cause cuts/bruises/scratches/bites		supervised when freely exploring Clear boundaries and rules communicated to children about the parameters of their exploration and adults spread out to ensure the zone well supervised. Regular head counts and check in with key adults First aid trained member if staff and first aid kit taken for the event of any injuries.	
General Public – Dog Walkers,	Children are exposed to real life situations and interactions. Developing social interaction and awareness. Children also begin to understand about wider community and the roles they and others play within it. Children exposed to different kinds of people – Diversity Children get exposure to animals(dogs) and opportunities to learn about respecting other people and animals. Sparks spontaneous questions and conversations	Stranger danger – Unfamiliar adults/ people, exposure to use of inappropriate language/behaviour causing safeguarding concerns. Children who are still learning about being in wider community may upset members of the public unintentionally Animals in particular dogs not on leads may startle or frighten children. Risk of dog bites Dogs can be allergens.	Staff and Children	Brief children on expected behaviour when meeting new people and animals. Brief children on importance of stranger danger and remaining with familiar adults and group. Appropriate adult: child ratios and positioning to support safeguarding children. Debrief, explanations and reassurance in the event of a unsettled encounter. First aid kit and first aider to manage allergic reactions/ bites	L
Plants and Vegetation- Wild Plants/Mushrooms	Children get to be curious, ask questions, find out and observe natural occurring plants. Supports mathematical and scientific learning and development. Offers multisensory experience through new smells, textures and observation – loose part affordance.	Poisoning- children exposed to toxic/poisonous plants. Skin irritations, ingestion	Staff and Children	Staff complete dynamic risk assessment of the area to identify potential hazard plants Brief children on importance of not picking and ingesting items without checking with adults. Close supervision and marked safe zones of free exploration First aid kit and first aider and emergency protocol in the event of ingestion or exposure to toxic material	M

Stings and Bites	Develop understanding of insects/ bugs – offers opportunities for observations and supports learning about different habitats Supports becoming aware of risks and possible outcomes if we upset animals in natural spaces – learning opportunity to why animals do this – purpose it serves	Physical discomfort caused by sting/bites. Skin irritation and risk of allergic reaction	Staff and Children	Brief children about types of animals that sting and bite and importance of being respectful. How we can prevent these keeping still near wasps, being quiet and not alarming. First aid kit and first aider to administer support in event of a sting/bites	L
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Section 4

Role of the adult.

This section explores the role of adults within early years in supporting and encouraging children to engage with mathematical and scientific concepts naturally in outdoor environments. Friedrich Froebel believed nature to be a child's greatest teacher as cited by Froebel Trust (2020) and highlights outdoor environments as offering children authentic, multisensory learning experiences by promoting natural curiosity and hands on experiences (Tovey, 2021). However, while nature provides rich exploration for children, adults also play a pivotal role through creating environments, opportunities and experiences that scaffold and facilitate children's learning while outdoors.

The Environment

Kiewra and Veselack (2016) emphasize that children's experiences within their environment are shaped not only by the available spaces they have but by sharing it with responsive adults. Waller (2011) also recognises that adults who value and enjoy the outdoors and see its potential for young children is key for enabling regular and purposeful engagement in outdoors. Adults therefore must realise that outdoor provision is an important part of children's daily lives, and the environment should be well thought through, organised and driven towards children's needs and interests to reach its maximum potential (White, 2013). This is particularly important when facilitating risky play. McCrorie *et al* (2025) highlighted that when adults perceive risky play as dangerous there is a risk adverse attitude and less opportunities are given to engage in risky and challenging play. This again illustrates the role of adults as not only creating environments and spaces that encourage open ended opportunities within environments but to advocate for holistic development and challenge social norm.

Keith (2024) stipulates that outdoor environments are a substantial natural resource and compares it to a mathematical playground that supports children's mathematical development. Similarly, Montessori emphasized the importance of the physical environment and space, placing duty on adults as facilitators of enriching environments that fosters curiosity and independent exploration (Cummins, 2024). In Montessori's view adults are responsible for preparing enriching environments rather than interacting partners within play for children. However, Tucker (2014) argues the environment alone is not enough, suggesting the stimulation provided by outdoor environments may distract children from mathematical reasoning as solving problems can also be done in non mathematic ways discouraging children from exploring more abstract ideas and approaches. Therefore, suggesting children require adult support and guidance within these environments to reinforce and develop mathematical and scientific thinking and understanding. Welsh Government (2020) also emphasizes the importance of applying mathematics and inquiry-based learning in real- world contexts that are engaging, exciting and support development of maths and science resilience. This further supports the adult's role is not only to provide enabling environments that reinforce and encourage independent learning but to respond to children's needs and interests.

According to Creative STAR Learning Company (2023) Nicholson believed that children's creativity and discovery grew when they had access to a wide range of open-ended materials and he named these loose parts. These loose parts offered children open ended opportunities to manipulate and explore. Casey and Robertson (2016) state loose parts play offer children limitless possibilities and highlight the creativity, physical development and support curricular outcomes informally through exploration and discovery. According to Welsh Government (2022) Gibson's theory of affordance suggests that the lose parts in outdoor environments support children to develop diverse understanding and knowledge because they can be used it other ways rather that its intended purpose. to the environment and objects within the offer children unique experiences. Trina *et al* (n.d) liken the adults role to that

All these emphasize the role of adult in the outdoor environment is to utilize the natural loose parts available enriching the environment with additional open-ended material to promote mathematical reason and scientific thinking.

Adults as observers and scaffolders.

Bates (2019) highlights Vygotsky's concept and role of the adult as scaffolding learning through support and guidance from more knowledge others to deepen understanding and help children to achieve what they could not on their own. In contrast Piaget emphasized children believe gained knowledge through the experiences they have within their environment. Wilson (2012) attributes the adults' role in children's nature-based learning as a hummingbird observing children's exploration and discovery and stepping in to pollinate the learning when the time is appropriate. This approach ensures practitioners can embed and align curriculum-based concepts within maths and science through experiential learning in the outdoors. Similarly, Kiewra and Veselack (2016) emphasize the role of the adult in outdoor environments as balancing being active participants in children's play and knowing when to step back and observe. Allowing children time and space to solve problems, be imaginative and to explore freely being an enabling adult that extends and supports where necessary. This also encapsulates Friedrich Froebel's principles, that places adults as knowledgeable and nurturing educators who facilitate and guide children to extend learning experiences in a term, he called freedom with guidance (Froebel Trust. 2025). Similarly, as Susan Issac (1932) believed the adults role in children's exploration and discovery was to read play cues and know when to step in to extend learning. This suggests the role of the adult is to have good understanding of children's interests and developmental needs and through observations and meaningful interactions with children's adults can enhance learning experiences within outdoor environment.

Barriers and Challenges

Adults face many barriers and challenges when providing children with outdoor learning experiences. According to Mackenzie and Carolan (2019) the nature of school and nurseries in modern society means teachers and childcare providers feel pressure in finding time to provide adequate outdoor experiences. Kiviranta et al (2024) also highlight lack of training and confidence preventing adults utilising outdoor provision. However early years pedagogy is changing, and the funded non maintained Curriculum and Curriculum for Wales supports slower more child led practices through the mean of notice analyse and respond and more hands-on learning in real life context (Welsh Government 2020: Welsh Government 2022). Kiviranta *et al* (2024) emphasizes adults lack of knowledge and motivation to use outdoor environment due to the perceived extra preparation and planning as relying of indoor teaching as more convenient and more needs to be done to empower and implement outdoor learning opportunities. challenges around weather and reluctant of adults to allow children the freedom to explore in all weathers also means we pass down depositions around outdoor exploration. Solly (2021) also emphasizes adult's attitudes around the outdoors shape children's experiences she claims when adult embrace the outdoor in all-weather conditions, they support children resilience, confidence and advocates for adults to overcome barriers to ensure they fully embrace outdoor engagement.

Conclusion

In conclusion, adults play a multifaceted but essential role in supporting children's maths and scientific development within outdoor environments. Their responsibility lies not only in providing purposeful and meaningful opportunities for outdoor learning, through both utilising natural resources available but also enrich them by providing open ended resources that foster curiosity, exploration and problem solving. Adults also play an important role in balancing observation and responses through notice analyse and respond embedded in the Curriculum for funded non maintained settings (Welsh Government, 2022) carefully observing and knowing when to step in to offering guidance and support to deepen more abstract thinking and informal embed curricular outcomes.

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