

Activity Plan		
Activity: The adult will begin by reading a self-made story on 'trychfilod' which will show pictures of various different mini beasts along with a couple of sentences that describe their key features. The children will have the opportunity to explore the natural environment of a woodland with the focus on looking for minibeast within their natural habits.		
Number of children: 6	Age of children: 4 Years old	Number of adults: 3
Location: Pembrey Country Park -Woodland Area	Preparation time: 15 minutes	Activity time: 20 minutes controlled activity with an additional hour free time.
Resources: First aid box, bottled water, wet wipes, tissues, disposable gloves (optional for children), walkie-talkies, whistle, mobile phone, bin bags, recyclable bags, six wet suits, six wellies, six high visibility jackets, mini beasts books, six magnifying glasses, six bug houses, digital child friendly camera. Additional resources- baking trays, cotton wool, plastic containers, wood blocks, wooden spoons, large and small spoons, other kitchen utensils. Vocabulary: Coedwig, Gwair, Pridd, Blodau, Trychfilod, Mwydyn, Pri-Copyn, Lindysyn, pryfed, malwod, gwenyn, cricedi, pry lludw, Pili-Pala, coch, melyn, gwrydd brown, glas, du, gwyn, coesau, adenydd, cripan, cyflym, araf, coedwig, pren, dail, hydref, ar ben, o dan. Beth yw new yr trychfilod? Fait o coesau sydd gan...? Ydy's trychfilod yn hedfan neu cripan? Ydy's trychfilod yn cyflym neu araf? Pa lliw ydy'r trychfilod?		
<u>Aims and outcomes of the activity linked to the Early Years Foundation Phase:</u> Knowledge and Understanding of the World- This will be developed as the children explore the natural outdoor environment, by this the children will experience natural phenomena such as different weather on the day. The children will also get to see the mini beast in their natural habitat and explore natural resources such as sticks, stones, sand, leaves, wood and mud. The activity will also focus on caring for living creatures and respecting the outdoor environment. Language, literacy and Communication skills including the welsh development- The child's voice and interests will primarily lead the activity as they explore the woodland environment. The book will be read to the children in the medium of welsh and translated when appropriate so that everyone understands. As the children follow the book they will also get the opportunity to ask questions and respond appropriately with growing attention. All books seen in the photographs will be accessible to the children throughout the activity for them to explore independently if they wish to do so. Despite not having any pen and paper the children will be encouraged to mark make using sticks within the mud.		

Mathematical development- The children will have the opportunity to develop their counting and thinking skills as they discuss the colours of flowers/mini beasts/cars they pass on while they look out the window of the bus and compare those mini beasts found of their peers. The textures of the natural resources will also be explored. With the additional resources the children may be encouraged to fill the containers to measure the mass, or put the resources together to create a structure or shape.

Personal, social emotional- As the children participate and experiment in the outdoor environment and through taking risks encourages them to become more independent and resilient learners as they learn more about themselves and their abilities which in hand increases their self-esteem. The children will also learn to care for living creatures and respect nature through positive attitudes and experiences. The development of the children personal, social and emotional will be seen by the children being independent with their personal hygiene, show curiosity of the environment, take risks and become confident explores and learn new things such as the ICT digital camera, show care towards the mini beast and the environment as well as their peers.

Physical development- As the activity is set in the outdoor environment, the children will be able to develop their spatial awareness. Spatial awareness is important as it gives the child the opportunity to explore the environment around them and become aware of different ways in how our bodies move. The outdoor environment will also challenge the children fine and gross motor skills as they pick up small sticks and stone to find mini beasts and climb trees and maneuver around the uneven surface of the environment and in hand develop their balancing skills and learn how their bodies move.

Creative Development- The children's creative development will be enhanced as they explore and experiment using a range of new materials within the outdoor and express their ideas by combine materials to create their own objects.

How the activity supports the children's skills:

Listening and concentration skills- as they listen to the story being read by the adult. This will be recognized by their understanding of the mini beast they find and the questions they ask throughout the activity.

Following instructions- The adults will give the children simple 2/3 step instructions throughout the activity to test their understanding and abilities.

Sensory exploration and discovery- The activity will be based in the natural area of a woodland where the children will be able to explore the natural resources of the mud, sticks, stones, grass around them and aid their sensory development as they feel, touch, look and smell.

Creative thinking and imagination- This was seen when the children had to think through the process of planning, developing and reflecting on where the best places would be to find the mini beasts within the woodland.

Communication- The children will discussing the feature of the minibeast together and communicating through non-verbal communication by mimicking the movement of each insect. E.g flying for a butterfly, walking slow like a slug. The children will also get the opportunity to express themselves and encouraged to come up with new ideas. All children will also get the chance to develop their welsh communicate as they learn new vocabulary.

ICT- The children in turn will be able to use the digital camera to take a photograph of the mini beast they found in order to present their findings.

Developing number- The children will be encouraged to discuss the features of the insects found by counting their legs/ wings/ spots and patterns and then comparing them to the ones of their peers.

Independence- As the children explore the environment freely.

Differentiation:

- ✓ When the adult reads the story to the children, we will ensure that each child can see all the pages of the book.
- ✓ Ensure each child's voice is heard and all questions are answered.
- ✓ Ensure there is enough resources and equipment for each individual child.
- ✓ Role model the use of the equipment so that children of all abilities know how to use it correctly and safely.
- ✓ Simplify the language used so that it is age appropriate and sandwich the welsh language where appropriate.

Health and safety:

A thorough risk assessment will be carried out prior to the visit to the woodland area as well as a visual inspection on the day of the activity. A first aid box, appropriate clothing, a mobile phone and water will be provided and accessible to everyone. Toilets and changing facilities which provide hot and cold running water for hygiene purposes will be within close proximity of where the activity is being carried out along with a porterloo. Consent off the parents of the children will also be gathered prior to the activity and no photographs will be taken during the activity.

Role of adult/adults:

Prior to the activity beginning the leader and children will carry out a visual risk assessment of the premises and remove any dangers before the children step off the bus. The leader will then set up the equipment and place them out ready for the children to pick their own equipment. All the staff and children will group together and do a head count, ratios of 1:2 will always be adhered to. Each member of staff will be responsible for their own individual key children. The adult will then begin by reading a self-made book to all the children and going through

real life picture of the minibeast they might come across. The children will be asked question on the mini beast and the feature of each mini beast will be discussed. As the activity will be carried out in the natural outdoor environment, the adults will clear outline the rules and boundaries. The staff will supervise and facilitate the children learning by following their movement and asking open ended questions.

RISK ASSESSMENT OF MINI BEAST HUNT IN A WOODLAND AREA

Activity involves exploring the outdoor by walking, climbing over wooden logs, lifting loose pieces of leaves and twigs within the natural area of a woodland with children aged 4 years, Children will be encouraged to look for minibeast within their natural environment and discuss and compare the features of the insects.

DATE of risk assessment: 26/09/2018

Person carrying out assessment:

Leah Williams

Signature: *L. Williams*

Date of outing: 27/09/2018

Person in charge: Leah Williams- ensure a whistle and mobile phone is carried in case of an emergency as well as up to date emergency contact numbers, passwords and any allergy/ medical information on all staff and children. Ensure that a visual walk around of the premises (Pembrey Country Park) is carried out upon arrival and remove or dispose of all hazardous objects, prior to the children stepping off the bus. All consent off parents of the children must be gathered prior to the outing.

First Aider: Ann Jones- ensure first aid box is fully stocked (including an EpiPen and asthma pump) and is always available.

Number of Staff: 3

Number of children: 6

Nearest Hospital: Glangwilli, Carmarthen SA31 2AF 01267 235151

Name	Password	Emergency contact	Medical/ Allergy information
Child A	Peppa Pig	07XXXXXXXXXX – mum Emma	N/A
Child B	Minnie Mouse	07XXXXXXXXXX- mum Lucy	N/A
Child C	Rex	07XXXXXXXXXX- mum Celyn	MILD ASTHMA
Child D	Alfie	07XXXXXXXXXX- dad Adam	N/A
Child E	01/06/89	07XXXXXXXXXX-mum Kelly	N/A
Child F	Cotton Tail	01554 XXXXXX- mum Paula	N/A
Child G	Scarlets	01267 XXXXX- dad Liam	N/A
Child H	London12	07XXXXXXXXXX- Mum Sarah	ALLERGIC TO PENICILLIN
Child I	Bruno	07XXXXXXXXXX- Gran Christine	N/A
Child J	Lilac	07XXXXXXXXXX- mum Joanne	N/A
Staff 1	/	07XXXXXXXXXX- mum Susan	ALLERGIC TO PEANUTS
Staff 2	/	01554 XXXXXX- Husband John	N/A
Staff 3	/	07XXXXXXXXXX- Husband Mark	N/A
Staff 4	/	07XXXXXXXXXX- Wife Alex	N/A
Staff 5	/	07XXXXXXXXXX- husband Lee	N/A

The Hazard	Who might be harmed and how?	Controls	Standards to be met/ Risk Benefits	Level of risk
Transport- traveling in a bus to Pembrey Country Park	All children and staff members might be at harm if the controls aren't met as there will be a risk of a crash, potential of getting onto the wrong bus if the bus isn't specifically marked. Children and staff could also be in risk of being hit by a moving vehicle.	• Make sure the bus driver has a full UK driver licence and insurance policy. • 1-year experience driving. • Ensure the bus driver has an updated DBS. • Ensure seatbelts are worn by all • Ensure speed limits are adhered too. • Clearly state the correct route and destination of the outing including agreed drop off and pick up times. • Ensure the bus is clearly marked and is easy to distinguish the correct bus. • Explain to children that importance of road safety, children and staff to wear high visibility jackets so that they can be clearly seen.	It is against the law to drive in the UK under the age of 17 and without a full driver's licence. As we are based on a school ground premises, using transport to explore and experience different surroundings the children are able to develop their senses as new sounds, smells, textures can be found in a woodland area. The children have first-hand experience of seeing where minibeast living in their natural habitats and develop their knowledge and understanding of the world.	Low/ Medium
Hygiene and welfare	Children and staff can have a bad stomach as a risk of not being able to wash their hands and spread unnecessary bacteria.	• Hot and cold water supply in the toilets to wash hands. • Hand soap and disposable paper towels are available. • Clean drinking water is provided.	Ensure the location has separate toilet facilities for staff and children nearby. Adequate sanitary and washing facilities, drinking water, rest facilities and a place to dry, change and	Low

			store clothes must be supplied.	
First Aid	All children and staff can be at risk of falling, chocking and needing first aid.	• First aider available always- All staff must be paediatric first aid trained. • First aid kit available with EpiPen and asthma pump for those with medical conditions. • Accident/incident book available and to be completed by the person in charge. All staff informed to record accidents in book. • Ensure that the location has a clear access for emergency services should we need them.	Ensure to notify parents of all incidents or accidents that may occur. Nearest hospital is Glangwilli in Carmarthen, details are above. Ensure all unknown parents/ guardians have the correct password before releasing the child to them.	Medium
Supervision and ratios	A child may wonder off from the group during the activity which could result in a child getting lost or going in dangerous areas and injure themselves.	• Maintain ratios of 1 adult to 2 children. • Encourage constant head counts every 10 minutes. • Clearly discuss the boundaries of the activity with the children and set out rules. • Ensure each member of staff is aware of their individual key children. • Whistle to call back the group.	This element of the activity will reinforce the importance for children to follow rules and working in a group and understand their surrounding and potential danger of strangers. This will also allow children the freedom to explore the special outdoor environment within a safe perimeter.	Low
Season/ time of day that could affect visibility	By the activity being carried out in the dark or foggy conditions children	• Plan the activity during the day lights • Ensure the activity is subject to change due to adverse	By ensure the visibility is clear it will allow children to explore independently and	

	and staff can be at harm as they will not be able to see objects clearly which could make them fall. Equally they will not be able to identify danger from afar.	weather condition i.e foggy, dark.	increased their confidence in the outdoor environment.	
Uneven surface, fallen branches and leaves and trees roots on the ground.	All staff and children are at risk of falling or tripping over the uneven ground or tree roots and at risk of twisting/ spraining or breaking a bone.	• Ensure all children are well supervised within the ratios. • All staff are first aid trained and are carrying a whistle to alert the first aider with a first aid box. • All staff and children will always be within visibility of each other. • Ensure the location is well lit and visibility is good.	Help develop a child's physical development as they enhance their balancing skills and awareness of different environments. Encourage children to be independent and problem solve as they think of other routes to safely follow the path and support their peers.	Medium
Poisonous plants	Children and staff can come to harm if they do not recognise the poisonous plants and encounter them directly.	• Site needs to be inspected by person in charge prior to the visit. • Research all the plants in the area and make all staff and children aware of all the poisonous plants if any. • Explain to staff and children that they are not to pick anything that is living and growing.	This will help to promote children's independence as they identify different plants and be able to distinguish which ones they are able to touch and not. This in hand helps develop a child's interest in nature and their knowledge and understanding of the world around us.	Low

		• Provide disposable gloves for all children and staff. • Explain to children they must not put their hands in their mouths or eyes. • Encourage children and staff to ask another member of staff before looking closely at a plant to confirm if it is poisonous or not.		
Soil/ Mud	Children if they put it in their eyes/ mouth or nose- could cause contamination and upset their stomach – Leptospirosis.	• Ensure children do not put their hands in their mouth/ nose/ eyes. • Ensure children wash their hands after coming in contact with mud.	Children will get the opportunity to develop their knowledge and understanding of the world as they use their senses to explore mud in a sensory manner.	Low
Bites and stings from minibeast and stingy nettles, thorns of plants.	Children and staff could be at risk of an uncomfortable rash from stingy nettles and plants/ scratch from a thorn if they touch them. All incidents will be dealt with by the staff, if a serious incident occurs where a child will go into anaphylactic shock	• Children should be reminded not to put their hands in their mouth, nose or eyes. • Remove gloves and always wash hands after touching any plants or minibeasts. • Ensure no children or staff have allergies to insect stings. • Should a wasp nest be found, vacate immediately and report where the nest is to the rangers.	This will encourage children to become aware of the everyday dangerous that surround us and therefore promote their confidence in a new sensory environment.	Low

	then the emergency services will be called. Also at risk of infection or allergies.			
Moving twigs, picking up objects that could be sharp	The children and staff can be at harm of having a scratch/ cut which may bleed because of catching themselves on a sharp twig.	• Children to be briefed and cautioned to handle twigs carefully. • Check the environment thoroughly during the visual inspection and remove any noticeable sharp objects.	During this part of the activity the children will be able to develop their team building skills and they learn to support each other and identify dangers. This element will also further their fine motor skills as they handle leaves, twigs and stones. It will also encourage children to be more aware of their surroundings.	Low
Animal faeces	Children can become at harm if they do not recognise the faeces and pick it up, can cause an upset stomach if digested and be harmful to the eyes and cause various infections.	• Children to be advised not to touch or pick up any animal droppings. • Children to wash their hands thoroughly if they do meet any faeces. • Remind children not to put their hands in their mouth, eyes or nose.	This can provide opportunity to identify animals from their droppings. It can also help promote the importance of hygiene.	Low

Extreme weather	Sever weather storms such as thunder and lightning, strong winds, hot sun which can lead to dehydration or object falling on the children.	• The activity will be weather pending and reschedule to a next suitable date. • Ensure the children have wet suits/wellies and other appropriate clothing. • Always carry extra water. • Ensure parents provide sun-cream and sun hats to protect them from the sun. • Ensure there is shade for the children.	The children will gain better knowledge and understanding of the world should they encounter some adverse weather, for example hailstones will provide opportunities to discuss scientific knowledge i.e why hailstones melt? Or the opportunity to discuss how rainbow occur.	Low
Access location for emergency services.	All staff and children will be at risk should the emergency services not be reachable after an injury occurs.	• Leader should ensure mobile phone is on the at all times. • There should be a clear pathway for the ambulance to access the injured casualty. • Children and staff should be easily identifiable via a whistle and their high visibility jackets.	This is mandatory should any child or staff member need medical attention.	Low
Allergies of staff and children	Child H and Staff 1 could become at harm if they meet their triggers of their allergies, potential of anaphylactic shock	• All staff to be made aware of any known allergies and be aware of necessary contingency plans in place and treatments. • Ensure all staff are first aid trained and are able to administer an EpiPen. • Alert emergency services of penicillin allergy should they require medical attention.	Develops a child's knowledge and independence in identifying allergies and avoiding common triggers.	Low/ High if meet triggers which bring out their allergy.

Mobile phone	Children and staff could be in danger if the phone gets lost and we are unable to phone the emergency services should we need to.	• Ensure no camera feature is on the mobile phone, • Ensure the mobile is kept in a safe place at all times along with the emergency contact. • Ensure every staff member has a whistle in order to alert the member of staff carrying the phone.	It is essential a mobile phone is accessible at all times should we need to call the emergency services.	Low
Missing Child	Risk of child or staff being separated from the group or abducted by the member of the public.	• Make sure all children are accounted for by doing regular head counts. • Never leave a child unattended. • Always adhere to ratios , 1 member of staff to 2 children. • Clearly explain to all children the boundaries prior to the activity beginning. • Have a meeting point, should anyone get lost- use a whistle to regroup. • Arrange a time to meet back up together.	Encourage children to realise the importance of following rules and working as a group and in hand build relationships and trust in one another. Children to be reminded that they should never talk to strangers	Low

Issue / environmental feature	Damage that could occur	How to lessen negative impact	Resources needed	Who is responsible
Mini beast and other wildlife.	Mini beast could be accidentally squished or damaged by the hunt	Encourage children to handle the mini beast with carefully. Remind the children that the mini beast must be returned to where they found them. Explain to children that they might see wild animal during their trip.	Pots for the children to place the minibeast in safely that have clear breathing holes.	All staff and children
Trampling plants and leaves during the activity	Walking in the same location for a repeated amount of time could cause the grass and plants to wither and as a result expose bare ground and lose plant life and diversity.	Ensure none of the plants or leaves are endangered, make the children aware of the damage they could cause so that they are more mindful of where they stand.	N/A	All staff and Children
Water system/ bottles	The water could contaminate the soil or any wildlife that lives in it.	Do not spill any water as it could contaminate the soil, By saving water it helps protects the environment.	Place all drinking water in individual bottles that have sealed lids.	All staff and children
Movement of natural resources found within the environment.	They could damage the natural habitat of the mini beast and insects living in the forest.	Re-place any natural resources found in the woodland area such as stones, leaves, soil, twigs that have been moved. Ensure the resources are only taken from areas	N/A	All staff

		where no signs of obvious life and there are large amounts of soil/twigs/leaves.		
Disposal of waste	Rubbish left on the premises could lead to animals being harmed as well as damaging the natural look of the environment as plastic rubbish will not disintegrate.	Remind children the importance of recycling and placing their rubbish in a disposable bag so that nothing is left that could damage the look of the environment or harm the animals within this habitat and is disposed of correctly by the leader.	Rubbish bag and gloves.	All staff
Transport via bus- Co2 pollution.	The burning of petrol and CO2 adds pollution to the environment.	Ensure that no unnecessary trips are made which could increase the amount of CO2 released into the atmosphere.	SatNav to ensure the quickest route is taken.	Transport company and Leader.

Photographs of the environment used for the mini beast activity.



The area is sheltered and has plenty of opportunity to see mini beast and natural resources.



The area is clear and has a pretty even surface, there are no dangers.



The area has a toilet situated very near.



As seen from the photograph, the boundary is well marked with a fence surrounding the area.

Photographs of the resources used within the activity.



The protective clothing, six wellies, six all in one waterproof, size high visibility jackets for safety.



Resources needed for the activity, mini beasts' books will be available for the children, digital camera, six magnifying glasses, six bug houses and a caterpillar home.



Extra resources: wooden blocks, baking trays, wooden spoons and other kitchen utensils, metal spoons, cotton wool and plastic containers.



First aid box, disposable gloves, wet wipes, recycling bags, mobile phone, walkie-talkies, tissues and additional water bottles, whistle.

The activity and current legislation.

The aim of the activity was to enhance the children's prior learning of mini-beasts by discovering the insects in their natural habitats. Along with this the children had the opportunity to develop in several areas of learning linked with the Early Years Foundation Phase (2008). The curriculum promotes children gaining first-hand experiences to enhance and consolidate their holistic development within each key area of learning at their own rate. The Framework for Children's Learning states

“Indoor and outdoor environments that are exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first hand experiences. The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.”

The outdoor environment along with the planned outcomes of the activity enabled the children's to develop further as the open space promoted the freedom of choice and independence which also underpins the values of Play Wales (2018) that agrees with the Early Years Foundation Phase that every child has the right to play as they believe play connects every aspect of learning together and to ensure wellbeing and health of children by variety of experience to shape their individuality. Thus, the right to play is set out in the United National Conventions on the Rights of the Child (1991).

Importance of the outdoor activity for Health and Wellbeing

Due to the social change over the last twenty years where 'virtual space' is now replacing the 'real space' as gaming and technology are advancing and real life risks are being swapped with electronic equivalents (Tovey, 2007: 6). Childhood obesity has increased drastically over the last decade and statistics by the Department of Health (2006) indicate that nearly 30 percent of children between the ages of 2 years and 10 years are over-weight. From this figure alone, along with Froebel and McMillan theories, highlights the importance of the outdoor environment and the benefit of the minibeast activity, as a child's health and wellbeing can be affected negatively if there is an absence of the outdoor environment within their play. The Mental Health Foundation (1999) agrees that lack of outdoor play contributes to

mental health problems in children. However, The British medical journal written by Dietz (2001) states that opportunities of spontaneous play and movement led by exploration is all children need to increase their physical activity. McMillan (1919) recognised the links between the importance of health and well-being for children's development and learning and believe that the focus of the open-air and sensory rich environments are beneficial to children. To conclude, this places an emphasis on the planned outcomes of the activity within the outdoor environment.

Education for sustainable development and global citizenship

The risk assessment carried out ensured that the children and staff were safe and secure throughout the activity and therefore complying with Maslow (1943) hierarchy of needs that human motivation can only begin once physiological and safety needs are met. Within the risk assessment and environmental audit, it coincided with the underpinning principles of the Education for sustainable development and global citizenship (ESDGC) (2008) which believes that being outdoors and working with living things in the environment can help children understand how the natural world around us works and in hand help develop positive attitudes and values in support of sustainable change in Wales. The mini beast woodland activity takes into consideration five out of the seven themes proposed by the Welsh government ESDCG (2008). Waste and consumption were taken into consideration as the children disposed of all waste and recycled when appropriate. The use of metal re-fillable individual water bottles was used to minimise the use of plastic resources. Natural resources from the environment were also used to create the bug hotels and facilitate their learning. Through making choices and decisions, the children cared and respected the natural environment by handing the mini beats gently and placing all-natural resource back where they found them. Froebel (1967) believes by doing this it enables children develop a greater sense self and others as they recognise their responsibility to look after nature and the environment.

Indoor v Outdoor

It is arguable that the outdoor environment is more beneficial than the indoor space as it offers more space and freedom which supports independence and experimentation by the increased possibilities of movement. (Tovey, 2007). This is because resources used within the indoors often only serve for one purpose, whereas the children have more opportunities to experiment with the resources outdoors which involves a deeper level of learning as children problem solve. While the indoor environment is purposeful and challenging, Tovey (2007) states that all change is deliberate, whereas the outdoor is a very dynamic environment as the weather, temperature, light, special awareness is constantly changing. Montessori pioneered the idea of open access and placed an emphasis on the children being allowed free access of the outdoor and indoor environment. Despite the outdoor environment being criticised for its lack of security and sustainability (Maynard, Walters and Clement, 2013), which can be controlled by risk assessments, it also argues that the advantages outweigh the disadvantages as within the activity the children were able to enhance their sensory experiences as the children were able to feel the textures crisp autumn leaves, see their footprints in the mud, smell the fresh air and the flowers. (Warden, 2012) By the activity being carried out in the outdoor environment the children also gained experience of listening and seeing planes fly over in the sky, their shadow move symmetrically to them and felt the wind on their faces which enhanced their developed and critical thinking as they question why this happened and furthered their knowledge and understanding of the world, despite this not being the focused outcome of the activity it was a benefit of the activity being carried out in the outdoor environment. Within Wales and England, The Hadow Report (1933, Cited in Maynard and Walters, 2014) is followed which places an emphasis that children in nurseries should spend a large proportion of time in the outdoor environment.

However research by Ernst and Torabene (2012) suggests that the attitudes of teachers are often negative and discouraged as they believe open ended activities lack clear planning and focus and therefore does not allow for children to develop the creative and imaginative approaches to their play as discussed by Nicholson (1970).

Loose Part Theory

The open outdoor environment did however empower the children to develop the loose part theory and use it in action as the children were enticed to use such items as stones, sticks, mud and grass in a flexible manner. Even though it was not originally planned within the activity, the children extended their development and knowledge of the resources and world around them along with the theory of loose parts to create hug hotels for the mini beats found within the activity. As the loose parts theory proposes, this effectively allowed the children to become more creative and imaginative in their play and thinking. Both Vygotsky (1978) and Froebel (1826) argued that such play leads to higher level thinking because children are using objects symbolically which places a greater advance on the expression of creativity.

Discovery Learning

Furthermore, Bruner (1966) would agree, as he believes that children's play should be open ended and include an element of risk alongside discovery learning which aids the development of creative and imaginative thinking. Similarly, Piaget (1936) concurs with Bruner (1966) and the importance of discovery learning as his theory of 'little scientists' emphasises that children learn best through doing and actively exploring which is also the fundamental bases of the Early Years Foundation Phase (2008) that children learn through first hand experiences. The activity supported this as children were given the time and opportunity to explore the environment freely and independently, children of different levels of development and abilities worked together to enhance their development and build bug hotels out of natural resources found around them through independent exploration facilitated by the child's knowledge and interests. Froebel (Cited in Maynard and Walters, 2014) also believes that children learn through their own personal experiences as they become more independent learners, this aspect was put into practice as the children used the sticks found within the environment to mark make in the mud to create 'rooms' for the mini-beasts. Isaac (cited in Graham, 2009) and Moyles (2010) also support the activity as they propose that play is the most natural form of learning as it allows them to reconcile their learning and develop their emotional skills.

Why is risk in play important?

While Bruner (1966) discusses the importance of risk taking in play, it could suggest that the educational culture is risk adverse. Gill (2007) states by children taking risk it provides a beneficial effect on a child's health and development as overcoming challenges are an essential part to life. Mc Millan advocates that children should play 'bravely and adventurously'. Within the activity the children played a part in helping to carry out the visual inspection which allowed them to critically think and problem solve by spotting any dangers and removing them before harm is caused. Froebel discusses that children who are exposed to risks and challenges in play are safer than those who have been protected from risk and challenges as they are more aware of their abilities. As the activity provided the opportunity for risk taking as there were trees accessible for the children to climb as well as sharp object such as sticks being used throughout. The role of adult within taking risk involved with the activity was to ensure the children explored challenges in a safely controlled manner, by discussing the safe ways to carry the sharp objects. (Tovey, 2007). While providing risk and challenges to children are beneficial, it is also important to put in place necessary factors such as safe age appropriate equipment, protective clothing such a wet suits and wellies, follow policies and guidelines by adhering to ratios and respecting parental views in order to minimise risk where appropriate. To develop the activity further to differentiate the activity for all abilities, the rules and safety boundaries would need to be adapted and explained in simpler manner.

The Role of the Adult

Within the activity the role of the adult was to supervise and aid the children's development, which in hand supports Froebel theory that practitioners are there to help children find answers to their questions and make connections with their prior knowledge to enhance their experience. By adopting this method, it also support Isaac method of the activity being child led and positive as it reflected the childs interests. Despite this approach being discouraged by Bilton (2012) as well as Maynard and Walters (2007) as 'supervising children' as Montessori advocates can provide ambiguity in the adults role of interaction, this method allows children to increase their resilience and competence as they think for themselves and move freely in a prepared environment.

Time Scales

Tovey(2007) states that time scales can influence a child's experience within the outdoor environment. After the controlled focused activity, the children had an extra hour to independently play and explore the outdoor environment, because of this extra time the children become more engrossed and interested in the environment and their play despite having any adult led instructions. Ball, Gill and Spiengal (2012) and White (2014) also believe that slow learning is beneficial for reassuring assimilation as they have time to develop their play ideas and problem solve until they have something they are happy with which in hand increases their confidence and self-esteem which contributes to their sense of identity and wellbeing.

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