

I acknowledge the use of Microsoft editor on 27th September 2026 to proofread my work.

I confirm that I have not presented any AI generated text as my own work

I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence

Section 1



Hibbert, N (2026a) Personal Image (Photograph)

Section 2

Aspect 1 – Slope. Area just to the left of main photograph



Hibbert, N (2026b) Personal Image (Photograph)

This area can be used to develop mathematical and science and technology concepts: Gravity, friction, speed, distance.

Children would be introduced to mathematical and scientific language:

Speed, distance, measuring, comparing, fast, slow, high, low.

The natural slope could provide opportunities for children to investigate forces through how and why objects move downhill, exploring how different materials and surfaces such as grass, soil or a smooth area affect movement. They may discover that the ball travels at different speeds and distances depending on the surface. Natural loose parts such as acorns, pinecones, conkers and berries could be used to roll down the slope, and the children could compare how far they travel, how they travel (whether they roll or slide) and how do some loose parts travel further than others. Sticks and branches can be used to measure the distance travelled when objects are rolled down the hill.

Children could also use their bodies and could investigate running up and down the slope, discovering why it feels different or is easier to go down than up. Practitioners could encourage children to predict what might happen when they release the different objects from the top of the slope, helping them to develop their critical thinking skills.

They could also ask them possible questions to support children's curiosity, such as

- What do you think will happen when you let go?
- Why do you think the ball rolled further than the pinecone?
- What could we change to make it travel further?
- Do you think it would move differently on the grass?

This experience links with progression steps in the Area of Learning and Experience –
Mathematics and Numeracy:

- I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.
- I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'
- I can estimate and measure, using *non-standard units*, before progressing onto standard units.

This experience links with progression steps in the Area of Learning and Experience -
Science and Technology:

- I can ask questions and use my experience to suggest simple methods of inquiry.
- I can investigate different forms of energy and how it can be transferred.
- I can explore and describe the properties of materials and justify their uses.
- I can use my *knowledge* and understanding to predict effects as part of my scientific exploration

Aspect 2 – Stream. Area just below the slope



Hibbert, N (2026c) Personal Image (Photograph)

This area can be used to develop mathematical and science and technology concepts:

Measuring, capacity and volume, distance, floating and sinking, cause and effect, temperature.

Children would be introduced to mathematical and scientific language:

Cold, wet, heavy, light, fast, slow,

The stream provides opportunities for children to investigate floating and sinking whilst exploring properties of different materials. Children could collect natural loose parts from around the woodland area. There would be leaves, sticks, pinecones, berries, leaves and stones and the children could make predictions on whether they believe the objects will sink or float in the stream. The children may find that what they predicted was not what happened. Practitioners could encourage children's curiosity by helping them to investigate why some of the items floated and some of them sank by comparing size and weight of the items. They may have predicted that because a stone was heavy that it would sink. Introducing a large stick to the stream that would float and not sink as they may have predicted helps to develop their critical thinking skills. Children could sort the materials into groups according to whether they sink or float and could the number of materials in each group and compare the groups. The children could be encouraged to investigate how water travels and observe the materials moving in the water. They may

find that some get trapped in rocks and branches in the water and some travel faster than others, which would naturally become a race, resulting in children learning ordinate numbers when they announce position finished. The children could also be provided with stopwatches to record the time it takes for the materials to travel from one part of the stream to another. Questions that practitioners could ask to help develop critical thinking could be:

- Why do you think that the big stick did not sink?
- What do you think will happen if we put an item in the water?
- Where do you think this water came from?
- What animals do you think live in this stream?

This experience links with progression steps in the Area of Learning and Experience – Mathematics and Numeracy:

- I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any *whole number* and simple *unit fractions*.
- I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.
- I can estimate and measure, using *non-standard units*, before progressing onto standard units.
- I can collect and organise data to ask and answer questions in relevant situations.
- I am beginning to tell the time using a variety of devices. I have explored and used different ways of showing the passing of time, including calendars, timelines, simple timetables and schedules.

This experience links with progression steps in the Area of Learning and Experience Science and Technology:

- I can ask questions and use my experience to suggest simple methods of inquiry.
- I can use my *knowledge* and understanding to predict effects as part of my scientific exploration.

- I can explore and describe the properties of materials and justify their uses.
- I can communicate the effect *forces* have on myself and on objects.

Area 3 - The undergrowth. Area to the right of the main picture



Hibbert, N (2026d) Personal Image (Photograph)

This area can be used to develop mathematical and science and technology concepts:
Living things, habitats, temperature, measurements, patterns, symmetry, sorting

Children would be introduced to mathematical and scientific language:

Small, wet, dark, same as, more than, less than,

The woodland environment, containing trees, tree stumps, sticks, a fallen tree and bracken, provides opportunities for children to investigate living things and their habitats. Practitioners could provide the children with magnifying glasses so they could investigate the different insects and animals that are living within the area. They could compare the insects they find on the tree stump to the insects they find in the soil, or on living trees. They may discover that different areas provide different habitats, with some

found in dark, damp areas beneath wood, while others may be observed on leaves or tree trunks. This could lead to discussions around temperature, light and dark and moisture, developing children's understanding of suitable living conditions. This could be extended to decomposition of trees, plants and animals and the life cycle. Children could count the number of insects they find and compare the amount found in the different habitats. Insects could be sorted into different categories such as number of legs, colour or size. If Spider webs are discovered these could be looked at to show and learn about symmetry and patterns. Children could use sticks to measure the length and height of the tree stumps and string could be provided to measure the circumference of the trees. Whilst investigating practitioners should encourage children to handle living things carefully and return any insects to where they were found to make them aware of their impact on the environment.

Practitioners could extend children's learning by asking open ended questions, such as:

- Why do you think the insects are under the log?
- Why do some insects have more legs than others?
- Where did we find the most insects?
- If you were an insect, where would you choose to live?

This experience links with progression steps in the Area of Learning and Experience – Mathematics and Numeracy:

- I can use my experience of the counting sequence of numbers and of *one-to-one correspondence* to count sets reliably. I can count objects that I can touch, and ones that I cannot.
- I have explored patterns of numbers and shape. I can recognise, copy and generate sequences of numbers and visual patterns.
- I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.
- I can estimate and measure, using *non-standard units*, before progressing onto standard units.

- I have explored reflective symmetry in a range of contexts and I can discuss it as a property of shapes and images.
- I can collect and organise data to ask and answer questions in relevant situations.

This experience links with progression steps in the Area of Learning and Experience - Science and Technology:

- I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.
- I can ask questions and use my experience to suggest simple methods of inquiry.
- I can explore relationships between living things, their habitats and their *life cycles*.
- I can recognise patterns from my observations and investigations and can communicate my findings.

Section 3**RISK-BENEFIT RATING TEMPLATE****Date of risk assessment - 10th September 2026****Name of assessor - Nicola Hibbert****Area/activity being assessed – Park/Woodland area****Age of children – 5-6 years old****Number of children attending - 12****Number of staff attending - 4**

Key	
Very low risk	1
Low risk	2
Moderate risk	3
High risk	4
Very high risk	5

The hazard/activity	The risk/what could happen	Who is at risk?	Benefits?	Risk rating before control measures	Control measures	Risk rating after control measures
Walking to the park	Accidents - Slipping/falling - Allergies/reactions - Cuts/scratches	Staff and children	Access to the outdoor environment for exploration and investigation.	2	- First aid kit to be carried by all members of staff - All staff to carry their mobile phones and have the school telephone	1

			• Develops physical activity • Develops road safety awareness • Promotes independence		number and children's emergency contact numbers. • Parents will be informed on initial consent letter that appropriate footwear and clothing is to be worn on the visit. • Staff to check children's footwear prior to the visit. • Children to be spoken to about the rules regarding walking when outside of the school premises – only two children walking side by side, children must remain on the pavement, children must stay away from the curb and where necessary children move to single file walking to avoid hazards such as overgrown bushes or debris on the path. • Children are to remain on the pavement, unless crossing the road. • Pupils are not to eat or drink during the walk.	
--	--	--	---	--	---	--

					• A member of staff will be placed at the front and back of children walking, as well as in between where appropriate for close supervision. • When crossing the road, the adult leading the group will wait for an appropriate time to enable the group to cross. When using a pelican crossing, press the button and wait for the signal before crossing the road as a whole group if possible. If the group is split, there must be an appropriate ratio of staff to children waiting to cross next and with the already crossed children.	
Lost or separated child	• Trauma/upset • Injury	Children	• understanding of how to keep themselves safe when outside the setting.	2	• Children are assigned to a group with an adult • Regular headcounts to be undertaken, including before leaving the school, arriving at the park and before leaving the park.	1

					• Staffing ratios are appropriate and sufficient • Children are advised as to where they can and cannot go at the area. • Children are advised on what to do if they become separated from the group prior to visit. • A safe meeting assembly point should be established and reiterated to the children prior to the visit and after arriving at the area.	
Emergencies	• Illness • Injury • Ingestion/poison • Stings/bites	Staff and children	• Children are learning to recognise and manage appropriate levels of risk.	3	• First aid kit to be carried by all members of staff. • All staff to be provided with details of any children that have medical conditions, allergies or require medication. Eg, asthma, EpiPens, epilepsy. • Staff to ensure that any children's medication required is with them. Along with a medication list.	2

					All staff to carry their mobile phones and have the school telephone number and children's emergency contact numbers.	
Cars/Carpark	Accidents/injury	Staff and children	- Develops road safety awareness - Children learning to follow safety instructions	2	- Children are informed of the dangers of cars and are reminded to be observant and follow instructions given by staff members. - Staff monitor and ensure children stick to walkways and not walk directly through the carpark. - Staff to conduct headcount before and after entering and leaving the car park.	1
Toileting	Availability	Staff and children	Supports children's independence in recognising person needs.	1	- Members of staff are advised to use the toilet before leaving the school premises. - Children are advised to use the toilet before leaving the school premises.	1

					• Staff member to accompany children back to the school to use the toilet. • Staff to ensure appropriate ratios if children need to go back to school to use the toilet.	
Behaviour	• Accidents/injury	Children	• Allows children to manage behaviour and develop understanding of the consequences of their actions and how it not only affects them but others around them.	2	• Children are reminded of expected behaviours and the dangers that can occur if they misbehave. • Staff ratios are sufficient and appropriate to safely manage the group. • Staff to intervene if behaviour falls below expectations or becomes dangerous to themselves or others.	
Using sticks/logs/branches	Accidents/Injury • Splinters • Cuts/grazes • Bumps • Squashed/trapped fingers and toes	Children and adults	• Develops gross and fine motor skills • Develops coordination • Encourages curiosity	2	• Children are given clear guidance and adult modelling regarding the safe handling, carrying and use of sticks, logs and branches. • Children are encouraged to recognise and manage risks independently and ask for help if needed.	1

					• Areas and ratios of children agreed before the commencing of activities. • Staff must always be in close proximity of children. • Children are to ask for help if they are unable to lift or carry items. • Children are to wash their hands after playing and before eating	
Exploring the area	Injury • Scratches/cuts from vegetation • stings/bites from insects. • Contact with potentially harmful plants/fungi. • Falling branches. • Trips/falls on roots or uneven ground. • Allergic reactions. • Children touching animal faeces or dead animals.	Children	• Encourages curiosity and investigation • Provides opportunities for children to observe living things and their habitats	2	• Staff to ensure children are aware of the boundaries. • Staff to check the area before use and identify/remove or avoid obvious hazards. • Children are taught not to eat plants, berries or fungi and not to touch unknown plants, animal faeces or dead wildlife. • Children to wear suitable footwear and clothing, with long trousers/sleeves where appropriate.	1

					- Children are reminded to walk carefully around tree roots, branches and uneven ground. - Any cuts or grazes are cleaned and treated promptly. - Children are to wash their hands after playing and before eating	
Using sloped area	Children could slip and fall down the slope - Bump head - Cuts/scratches	Adults and children	- Develops balance and coordination - Opportunities to explore risk taking	2	- Area to be checked for holes or loose ground. - First aid kit to be carried by all members of staff - All staff to carry their mobile phones and have the school telephone number and children's emergency contact numbers. - Parents will be informed on initial consent letter that appropriate footwear and clothing is to be worn on the visit. - Staff to check children's footwear prior to the visit - Children are reminded to walk carefully on uneven ground and to behave	1

					appropriately when using the slope.	
Working near/in the stream	Children could fall into the stream • Get stuck under the water by debris • Possibility of drowning	Children	• Develops water safety awareness • Sensory play • Encourages curiosity	3	• Staff to check water conditions and area for hazards. • First aid kit to be carried by all members of staff • All staff to carry their mobile phones and have the school telephone number and children's emergency contact numbers • Children are spoken to about the dangers of water • No children are allowed in or near the water without two members of staff present. • Children are instructed not to drink the water	2

Part 4

The Welsh Government (2024) emphasises that children should be provided with experiences that inspire curiosity and a sense of wonder about the world around them. Experiences can inspire children to investigate, problem solve and develop their imagination. This is supported by Richardson (2013) who highlights outdoor environments provide unique learning opportunities that cannot always be replicated indoors, particularly because children can explore natural materials and landscapes directly and on a large scale. Experiences involving natural resources can encourage children to observe, investigate, compare, measure and question the world around them, supporting the development of early mathematical and scientific thinking. Together these views suggest that outdoor environments can provide meaningful opportunities for children's natural curiosity of maths and science to develop.

The practitioner's role in early years is not to transfer the teaching of mathematical and scientific concepts from the classroom to outdoor spaces such as the school yard or grass area. Instead, effective outdoor teaching requires practitioners to recognise and build upon the mathematical and scientific learning that develops naturally through children's exploration and play, create rich environments, observe children's interests and recognise mathematical and scientific opportunities to help extend children's learning. This is highlighted by both Bruner and Vygotsky (cited in Daly, *et al.*, 2006) who recognised the importance of practitioners supporting and extending children's learning. According to Bruner's concept of scaffolding, practitioners can support and extend children's learning by providing appropriate guidance and assistance, enabling them to achieve tasks or develop understanding that they may not yet be able to accomplish independently. Vygotsky's concept of the Zone of Proximal Development (ZPD) refers to the difference between what a child can achieve independently and what they can achieve with guidance and support from a more knowledgeable person. This highlights the importance of practitioners knowing what children can achieve and providing appropriate support to extend their learning more than they would have by themselves (Blunden, 2022) Both Vygotsky's ZPD and Bruner's approach to scaffolding

highlight the importance of practitioners building upon what children already know and providing appropriate support to extend their understanding.

Practitioner subject knowledge whilst working with early years is important to supporting children engage in mathematical and scientific concepts because they will need to recognise mathematical and scientific learning when it occurs naturally within children's play. For example, children transporting water between containers may appear to be engaged simply in water play however, a knowledgeable practitioner may recognise opportunities to develop understanding of capacity, volume, quantity and measurement. Similarly, children rolling objects down a slope provide opportunities to explore speed, distance, forces and properties of different materials. Without sufficient subject knowledge, these opportunities may be overlooked. (Education Endowment Foundation, 2020)

Within an outdoor setting practitioners can support and encourage children's engagement with mathematical and scientific concepts by participating in sustained shared thinking, where practitioners work together with children to explore ideas and solve problems, ensuring that the child is actively involved and contributing to the activity and the practitioner is not overtaking the task. (Siraj, *et al.* 2015) Instead of providing children with answers, practitioners can use questions and prompts to encourage them to explain their thinking, make predictions and consider possible solutions. For example, if children are investigating which natural objects travel furthest down a slope, the practitioner could ask, "Why do you think that one travelled further?" or "How could we find out which travelled the furthest?" This helps the practitioner and child to develop the investigation together. However, sustained shared thinking requires practitioners to respond sensitively to children's existing ideas rather than using questioning to control the direction of the activity. Excessive questioning may change an investigation from child-led exploration into an adult-directed task. Practitioners therefore need to recognise appropriate opportunities for interaction and allow children time to think, experiment and develop their own solutions (Alexander, 2008)

According to Nicholson's Loose Parts Play Theory (cited in Coates, 2023) creativity and discovery are enhanced when children have access to environments containing a wide

variety of flexible and adaptable materials. Daly and Beloglovsky (2014) hold a similar view. They believe natural materials within outdoor environments can enhance children's development by providing opportunities for exploration. These resources can support learning across different areas, particularly the development of early mathematical and scientific understanding through hands-on experiences. Research by Cankaya, *et al* (2025) found that children demonstrated significantly greater STEM engagement when playing with loose parts compared with traditional toys. Loose parts encouraged a wider range of mathematical and scientific behaviours, including constructing, problem-solving, communicating ideas and exploring mathematical concepts. The findings along with the research by Nicholson (cited in Coates, 2023) and Daly and Beloglovsky (2014) suggest that the open-ended nature of loose parts can create significant opportunities for greater Mathematical and scientific learning. Following these views, practitioners should provide children with access to stimulating environments with a wealth of loose parts whether natural, such as sticks, stones, pinecones and leaves or manmade, such as drainpipes, tyres and wood to support and challenge children to explore mathematical and scientific concepts. The availability of loose parts also connects with the concept of affordances. Lerstrup and Konijnendijk van den Bosch (2017) define affordances as 'the meaningful action possibilities of the environment'. The opportunities children see in an environment can influence how they interact with it. Natural outdoor environments can provide many affordances because resources do not have one predetermined purpose. For example, a slope may provide opportunities for children to run and climb, but it can also be used to investigate mathematical and scientific concepts including speed, distance, measurement and movement. Similarly, sticks may be used for constructing, counting, sorting or as non-standard units of measurement. Practitioners can enhance these affordances by introducing additional open-ended resources that develop children's investigations. However, an environment rich in affordances does not guarantee that children will recognise or engage with mathematical and scientific concepts. The practitioners role is to observe how children interact with their environment and identify opportunities to extend their thinking without unnecessarily directing their play. Through observations, practitioners can identify children's interests, existing knowledge and what concepts are

emerging through their play (Papatheodorou, 2013) This helps practitioners decide what, if any additional resources can be added or what language and questioning can help extend the children's learning. For example, watching children play in a stream moving water from one container to another has the opportunity to learn about flow and direction of water. Practitioners can then introduce extra loose parts like tubes and guttering to further extend the children's learning.

There are many barriers that prevent practitioners supporting children engaging with mathematical and scientific concepts. Research by Hyndman (2026) states practitioner confidence in safely delivering outdoor learning can influence and limit how outdoor environments are used for learning. Practitioners may sometimes unintentionally restrict children's outdoor learning because of concerns surrounding safety, hygiene and cleanliness. Activities such as digging in soil, exploring water, rolling down slopes or collecting natural materials may be discouraged because they are perceived as messy or potentially unsafe (Cheng, et al. 2022) Concerns relating to weather conditions may also limit the amount of time children spend outdoors (Hyun Oh, 2023) Although these decisions may be intended to protect children, restricting access to natural materials and experiences can reduce opportunities for exploration, investigation and discovery. Carefully planned outdoor environments and appropriately trained staff can support progression in mathematics and scientific concepts. These barriers may be reduced through appropriate professional development, planning and risk-benefit assessment. Increasing practitioners' confidence and subject knowledge may help them to identify learning opportunities while managing risk instead of avoiding appropriate levels of risk. For example, rather than preventing children from investigating a stream because of concerns about water, practitioners could assess potential hazards, establish appropriate boundaries and supervise children while still allowing exploration. This enables practitioners to fulfil their responsibility for children's safety without taking away opportunities for scientific investigation and mathematical problem-solving. While barriers such as practitioner confidence, perceptions of risk and limited subject knowledge may restrict outdoor mathematical and scientific experiences, Estyn's (2019) evidence from Welsh practice demonstrates the importance of well-planned provision and practitioners' support. This supports the view that the educational value of outdoor

learning is not determined by only the environment, but by practitioners' ability to recognise and develop the mathematical and scientific opportunities it provides. Supporting this, evidence from The Council for Learning Outside the Classroom (2022) suggests that access to an outdoor environment alone does not ensure that it will be used effectively for learning. It identifies practitioner knowledge, confidence and skills, alongside wider leadership support, as important factors in successfully achieving learning within natural environments.

To conclude, practitioners working with early years children support and encourage children to engage with mathematical and scientific concepts in an outdoor environment need the knowledge and confidence to recognise these opportunities and make informed decisions about when to intervene and when to allow children's investigations to develop independently. Effective outdoor practice therefore requires a balance between providing stimulating environments, supporting children's curiosity and extending their mathematical and scientific thinking without disturbing their learning.

Reference List

Alexander, R (2008) Towards dialogic teaching: rethinking classroom talk. Available at: [Towards Dialogic | PDF](#) (Accessed 26th September 2026)

Blunden (2022) Hegel, Marx and Vygotsky. "Essays on Social Philosophy". *Studies in Critical Social Sciences*. 195. Available at: [Hegel, Marx and Vygotsky – Essays on Social Philosophy | Brill](#) (Accessed 25th September 2026)

Cankaya, O., Rohatyn-Martin, N., Buro, K., Bulut, O. And Taylor, K., 2025. "Loose parts play encourages spontaneous science, technology, engineering, and mathematics (STEM) behaviours". *Communications Psychology*, 3(1), pp. 183. Available at: <https://www.proquest.com/scholarly-journals/loose-parts-play-encourages-spontaneous-science/docview/3281584168/se-2?accountid=130472> (Accessed 26th September 2026)

Cheng, T., Brussoni, M., Han, C., Munday, F., Zeni, M. (2023) "Perceived challenges of early childhood educators in promoting unstructured outdoor play: an ecological systems perspective" *Early Years*, 43:4-5, pp. 904-920. Available at: <https://doi.org/10.1080/09575146.2022.2034140> (Accessed 26th September 2026)

Coates, Gary J. (2023) Alternative Learning Environments. Available at: [Full details and actions for Alternative Learning Environments](#) (Accessed 25th September 2026)

Daly, L. and Beloglovsky, M. 2014, Loose Parts: Inspiring Play in Young Children. Available at: [ProQuest Ebook Central - Book Details](#) (27th September 2026)

Education Endowment Foundation (2020) Improving Mathematics in the Early Years and Key Stage 1. Available at: [EEF Maths EY KS1 Guidance Report.pdf](#) (Accessed 24th September 2026)

Estyn (2019) Using the outdoors to develop pupils' skills. Available at: [Using the outdoors to develop pupils' skills - Estyn](#) (Accessed 25th September 2026)

Hibbert, N (2026a) Personal Image (Photograph)

Hibbert, N (2026b) Personal Image (Photograph)

Hibbert, N (2026c) Personal Image (Photograph)

Hibbert, N (2026d) Personal Image (Photograph)

Hyndman, B. (2026). "Outdoor Play as Experiential Learning: How Teachers' Autonomy, Competence, and Relatedness Shape Provision in Schools". *Journal of Experiential Education*. Available at: <https://doi.org/10.1177/10538259261462873> (Accessed 25th September 2026)

Hyun Oh, J. (2023) "The Challenges of Supporting Young Children's The Challenges of Supporting Young Children's Outdoor Play in Early Childhood Education and Care Outdoor Play in Early Childhood Education and Care Settings" *Northwest Journal of Teacher Education*, 18(2) Available at: <https://doi.org/10.15760/nwjte.2023.18.2.5> (Accessed 26th September 2026)

Lerstrup, I., Konijnendijk van den Bosch, C. (2017) "Affordances of outdoor settings for children in preschool: revisiting heft's functional taxonomy," *Landscape research*, 42(1), pp. 47–62. Available at: <https://doi.org/10.1080/01426397.2016.1252039>. (Accessed 27th September 2026)

Natural England (2022) Links between natural environments, learning and health: evidence briefing (EIN063) Available at: [Links between natural environments, learning and health: evidence briefing - EIN063](#) (Accessed 27th September 2026)

Papatheodorou, T., Gill, J., Luff, P. (2013) *Child observation for learning and research*. Available at: <https://doi.org/10.4324/9781315834771>. (Accessed 27th September 2026)

Ryder Richardson (2013) *Creating a Space to Grow: Developing Your Enabling Environment Outdoors*. 2nd ed. New York: Routledge. Available at: <https://research-ebSCO-com.uwtsd.idm.oclc.org/plink/5cdeef7-076d-39ac-89de-321d13bdb1b6> (Accessed: 9th September 2026).

Siraj, I., Kingston, D. and Melhuish, E. (2015) *Assessing quality in early childhood education and care: sustained shared thinking and emotional well-being (SSTEW) scale*

for 2-5-year-olds provision. Available at: [ProQuest Ebook Central - Book Details](#)
(Accessed 25th September 2026)

Welsh Government (2024) *A Curriculum for Funded Non-Maintained Nursey Settings*.
Available at: [A curriculum for funded non-maintained nursery settings](#) (Accessed 9th
September 2026)

Welsh Government (2020) *Area of Learning and Experience Science and Technology*.
Available at: [Descriptions of learning - Hwb](#) (Accessed 13th September 2026)

Welsh Government (2020) *Area of Learning and Experience, Mathematics and Numeracy*. Available at: [Mathematics and Numeracy: Introduction - Hwb](#) (Accessed 13th
September 2026)

White, J (2014) *Playing and Learning Outdoors: Making Provision for High Quality Experiences in the Outdoor Environment with Children 3-7*. Available at:
<http://ebookcentral.proquest.com/lib/trinity/detail.action?docID=1546754> (Accessed 13th
September 2026)

Wilson, R (2018) *Nature and Young Children, Encouraging Creative Play and Learning in Natural Environments*. Available at: [e-Reader | Nature and Young Children | Encouraging Creative Play and L](#) (Accessed 25th September 2026)