

Displays

Learning opportunities in the early years need to be child-led and influenced by children's ideas. Displays should be added to over time so that they do not remain static. We acknowledge that there may be issues of space, budget, and environmental layout and issues for settings who have to pack away at the end of session, however with a little creativity displays can be made available and accessible in all provision.

The EYFS and the Children's Act stress the importance of children playing an active part in decision making processes and child-led displays offer an excellent way of moving towards, and demonstrating, your commitment to these goals.

Value PROCESS not PRODUCT (eg not adult drawn template that a child has filled with tissue etc).

Learning

Learning across all areas of the Early Years Foundation Stage can take place through effective display. It offers opportunities for children to:

- Develop their creativity
- Know that what they create is acknowledged and valued
- Develop high self esteem and belief in themselves
- Be involved in decision making
- Develop language skills
- Recall and revisit their work
- Embed and provoke further learning
- Develop their awareness of aspects of understanding the world.



Location

- Consider the height of displays– can they be seen and/or accessed by children as well as displays for information purposes at adult height?
- Are there displays in your outdoor area?
- Do you have wall and table-top displays?
- Many settings and childminders often have limited display space, however temporary displays can be easily created. Pack away displays on patio windows, fridges, card board sheets, temporary washing lines can be easily and cheaply created.
- Is there seating located near displays to encourage children's reflections?

Key Reflections

- Are there information displays providing statutory and regulatory information such as key person, fire evacuation, Ofsted parents' poster, Ofsted registration certificate, liability insurances. Are they easily viewed by all parents and up to date?
- Do you create displays to enable parents to understand how their children learn in the EYFS?

- Do you regularly reflect whether your displays are appropriate and effective for the target audience? (It is likely that you will have displays for parents/carers, staff, visitors and children)
- Are children able to decide to display their own work?
- Do adults engage with children to discuss and model how to display?
- Are there displays to celebrate achievements?
- Are displays interesting and varied and changed regularly?
- Is there a balance of adult led and child initiated display?
- Do the displays illustrate children's creativity or is there a predominance of near identical, pre-prepared pieces, colouring in sheets and cut out pictures?
- Are photographs in displays annotated to document the learning processes?
- Do some displays actively encourage interaction by children (eg 'talking tins')?
- Are there clear links to the characteristics of effective teaching and learning in some display areas?
- Do displays show evidence of a listening culture and demonstrate how you capture the voices of children?
- Are there displays of number lines, both vertical and horizontal?
- Are displays language rich and do they reflect the different communication methods of the children?
- Do they value the different languages of children with English as an additional language?
- Is there a visual 'time line/table' to help all children understand the daily routine, especially those who are learning English as an additional language?
- Do displays clearly help to define areas of learning?
- Do displays show people from our diverse society and celebrate cultural differences?
- Do you encourage parents to contribute items from home, eg postcards?
- Do you photograph your displays to create a permanent record of both the creation and the finished product?
- Do your displays tell a story?
- Do you ensure that adults don't trim children's work to a required shape?

Resources

- Use fewer but larger photographs within displays, with captions in large font to catch parent's eyes and attention
- Use computer and handwritten lettering
- Use 3-D items to create interest
- Use a variety of fabric and textures
- Consider ways to present and 'frame' work, eg double mounted, reclaimed frames, coordinated borders, hanging photo pockets, digital photo frames
- Encourage the children to label displays in their own writing. Have labels ready to use egwrite on wipe off laminated speech bubbles with thumbnail photos.
- Use resources to support strategies such as Communication Friendly Spaces™ materials
- Provide a display toolkit that children and parents can use to add spontaneous comments, eg post-its, blu-tak, pens, tape.

Value the PROCESS not the PRODUCT