

## PlayTogether: Checklist for Playgroup Leaders - Self Assessment

### Finding Playgroup

- Clear and welcoming signage out the front

### Welcome station

- Welcome message
- fees, information about playgroup, nametags available
- PlayTogether Playbook available
- Parent/ carer factsheets about inclusion at playgroup
- Social story
- Visual schedule of playgroup
- Do all new families know the leader/s, the layout, the routine and where the toilets are?
- Follow up phone call /Facebook message / email to new families

### Playgroup Environment

- Play activities which are adaptable for different ages, stages and interest of children (see Playbook for information and suggestions)
- Enough space between activities and furniture for prams, walking frames, wheelchairs
- Different areas accessible for people with movement difficulties or people using a wheelchair or walking frame (for example: are there ramps if needed?)
- Play areas or zones are defined
- Trip hazards like rugs removed or taped down
- Uneven surfaces clearly marked
- How loud is it? Are there quiet spaces available?
- Is there too much visual distraction? Remove unnecessary posters and clutter
- Quiet space for children to have a break
- Is it clear where the toilets are? Are the toilets accessible?
- Visual schedule for going to the toilet displayed in the toilet

- Play is on different levels – not just the floor
- Signs and written information easy to read / not too small / dark colour on pale background

#### Craft and messy play

- Play on different levels and surfaces, including using the wall/easels if tables are difficult
- Scissors including left handed and spring loaded
- Thick textas, pencils, crayons
- Small container with water and a towel for handwashing after messy play

#### Outside play

- Enough room for someone using a walking frame or a wheelchair
- Range of equipment for different ages, stages and interests of children
- Opportunity for someone to support children's movement needs (for example providing opportunity for children who have a sensory need to run in order to maintain regulation)
- Uneven surfaces clearly marked

#### Home corner

- Enough physical room for moving around
- Toys with different skin tones and genders

#### Baby area

- Appropriate space (for example - in a corner but still close to others for social contact)
- Suitable baby toys

#### Group time (if included at playgroup)

- Is the group time including everyone who wants to be included? Make sure no one is outside of the rest of the group
- Visuals for expected behaviour and for group time schedule if needed
- Choice of songs – not too fast, key word signs, have a mixture of songs with actions and no actions
- Lots of repetition of favourite songs and books
- Pausing in parts of books and songs with an expectant face waiting for a response
- Carpet circles or cushions to sit on
- Fidget toys if appropriate