Appendix A: Example Item from ECERS (Sylva, Siraj-Blatchford and Taggart, 2010: 38)

<table>
<thead>
<tr>
<th>Item</th>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>6</td>
<td>7</td>
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</tbody>
</table>

**Item 10. Natural materials * **

1.1 There is little access indoors to natural materials (fewer than 3 examples).

3.1 Some natural materials are accessible to the children indoors.*

5.1 Natural materials are used beyond decoration to illustrate specific concepts, *(e.g. planting seeds or bulbs to illustrate growth, seed dispersal).* P D *

7.1 Children are encouraged to identify and explore a range of natural phenomena in their environment outside the centre and talk about/describe them. (P D) *

3.2 Natural materials are accessible outdoors.*

5.2 Children are often encouraged to explore the characteristics of natural materials. *

7.2 Children are encouraged to bring natural materials into the centre. D Q*

5.3 Adults show appreciation, curiosity and/or respect for nature when with children *(e.g. interest in, rather than fear or disgust, for fungi or worms).* *

7.3 Children are encouraged to make close observations of natural objects and/or draw them. P D R *