

# Case Study – KU Mayfield Preschool



## Harnessing help from the community

**Motivation, creativity and support from the community**, enabled KU Mayfield Preschool to make the most of their space and create a fantastic indoor-outdoor learning environment. Nominated Supervisor, Karen believed that indoor-outdoor play was well aligned with school readiness and developmental stages, as it not only helped build motor and social skills but also fostered exploration and stimulated learning.



**Outdoor kitchen and a quiet space under a tree.**

KU Mayfield Preschool's outdoor area is green and well-shaded, with flowers, grass, a few trees and a vegetable and herb garden, where children learn about plants and how to care for them. The flexibility of mobile tables, and chairs, portable play equipment, along with lots of shaded areas, make it easy to be outdoors in any weather. On cooler days, tables and play equipment can be moved to sunny areas. While on hot or raining days, children can play outside under the sheltered veranda.

Access to equipment and resources can be a challenge for many services, and KU Mayfield Preschool was no exception. However, the service found creative ways to obtain portable play equipment for their children. Families contributed by donating a small wooden boat, sourcing additional materials, and volunteering their time to make the outdoor space safe, engaging, and visually appealing. Community fundraising efforts also supported the purchase and installation of a translucent roof, which provides shade, collects rainwater, and connects the existing covered veranda to the playground, ensuring children can enjoy the outdoors in any weather.



**All aboard! The wooden boat donated by KU Mayfield families.**



Small structural changes can increase accessibility to the outdoor play space



'The heart of a child'  
by Worimi Artist  
Lara Went

**Good for kids**  
Good for life



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## Challenges with staffing and supervision

It wasn't always easy for KU Mayfield Preschool to implement indoor-outdoor play. With only 4 staff to 40 children (some younger than three), it was often challenging to supervise and engage with children across both indoor and outdoor environments.

To overcome this, KU Mayfield adjusted the setup of the physical space by 'bringing the indoors to outdoors', and by fostering a trusting environment. The play space was also reconfigured to be near large windows which enabled better monitoring of children's activities across the indoor and outdoor environments.



**Large windows were utilised to improve indoor-outdoor supervision.**

If you don't have large windows at your service, try securing mirrors in strategic places to help with supervision.

Alternatively, modify the area so Educators can supervise from one vantage point.



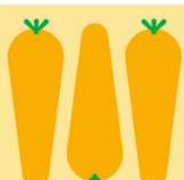
### Regular staff meetings are used to discuss challenges and successes with indoor-outdoor play.

Staff meetings are a place where Educators can voice concerns and collaborate on finding solutions that work for them, while ensuring the Nominated Supervisor, Karen, is aware of any areas where more support may be needed. This has created a strong learning culture and collaborative approach to decision making at KU Mayfield Preschool.

Karen emphasised that implementing an indoor-outdoor model of play is a process: "I think we are only mid-way through! We still experience some challenges". However, she stressed that it's important to persevere and not give up.



We see the benefits; the children are happier!



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