

## Early Years Inclusive Environments Good Practice Audit

<b>First impressions</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
<p>Do you have “Welcome” signage that includes the home languages of the families in your setting and in your local community?</p> <p>Do the images on posters, signs and leaflets reflect diversity of ethnicity, family groups and ability?</p> <p>Are families greeted in their home language?</p> <p>Is the information that you provide written in plain English, without jargon and with visual images to support understanding</p>			
<b>Around the setting</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
<p>Do the pictures, photos and posters displayed for children reflect diversity of ethnicity, family groups and ability, and do they show people in non-stereotypical situations and roles?</p> <p>Do you have words and signs around your setting in the home languages of the children who attend, and do you check with parents that these are correct and relevant?</p> <p>Do you ask bilingual parents to help to write signs in their home language? (Welcome, Goodbye)</p> <p>Do you encourage children to bring photos of their families into the setting to display and also to include in their Learning Journeys?</p>			

Do you provide a visual timetable to support understanding of the setting's routine?			
<b>Home corner</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Do you provide real cooking utensils and packaging for domestic play to reflect children's family lives and communities?			
<b>Dressing up</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Do you provide non-gender specific outfits and clothing that reflects cultural background?  Do you provide a variety of material lengths and prints to encourage open ended role-play?			
<b>Dolls and small word figures</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Do you have a range of dolls and figures representing difference in ethnicity, culture, gender, age and ability?  Do you provide opportunities to explore the message that families live in lots of different dwellings? (Flats, caravans/trailers)			
<b>Books and puzzles</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Do they promote positive messages and encourage reflection about similarities and difference?  Do they represent images of difference in ethnicity, culture, gender, age and ability?  Do they provide images of a range of family groups and of people in non-stereotypical situations and roles?			

<b>Creative resources</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Do you always provide paper, paints, crayons and pencils in skin tone shades to ensure children are able to represent their family and friends in creative activities?			
<b>Celebrations</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Is the celebration of festivals and special days based on those that are important to the families in your setting to ensure they are meaningful, relevant and respectful?			
<b>Snack-time, cooking activities and mealtimes</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Are all staff aware of cultural and religious food observations and practices?			
Do you provide food that is both familiar and unfamiliar to broaden children's experiences?			
Do you provide the relevant food to reflect the cultural celebrations of your families?			
<b>Music, rhyme and story time</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
Do you listen to music, play instruments, sing songs and read stories that reflect the cultural backgrounds of the children in your setting?			
Do you use props, puppets and actions to support understanding and participation in rhymes and stories? (only 7percent of communication is verbal)			

<b>Supporting Children with English as an Additional Language (EAL)</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
<p>Do you know the names of the languages spoken at home and by whom? Do you ask if parents/carers also read these languages?</p> <p>Do you gather a list of the important words used by the child in their home language? (Hello, Goodbye, Mummy, Daddy, thirsty, hungry, favourite things, toilet etc.)</p> <p>Do you provide dual-language books for children to take home to share with their families?</p> <p>Are parents/carers encouraged to contribute to their children's learning journeys in their home language?</p> <p>Are parents and carers invited to share information about their child's language development in their home language? (For the 2-year progress check and ongoing assessment)</p>			
<b>Team awareness</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
<p>Does all staff understand their responsibilities to be inclusive? Do they have an awareness of the Equality Act 2010 and the Protected Characteristics covered by the Act?</p> <p>Are staff encouraged to find opportunities to talk about similarity, difference and unique qualities during everyday practice?</p>			

As a team, do you treat one another with respect and value each other's diversity?

Inclusion starts with the team!