**Early Years Inclusive Environments Good Practice Audit**

Good practice considerations to aid reflection and improvement.

Helping to ensure your Early Years setting is fully inclusive to all children, their family’s and your staff team.

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| **First impression** | **Yes** | **No** | **Comment / action** |
| Do you have “Welcome” signage that includes the Home Languages of the families in your setting and in your local community? |  |  |  |
| Do the images on your Setting’s website, posters and signs reflect diversity of ethnicity, family groups and ability? |  |  |  |
| Are families greeted in their Home Language? |  |  |  |
| Is the information that you provide written in plain English, without jargon and with visual images to support understanding? |  |  |  |
| **Around the setting** | **Yes** | **No** | **Comment / action** |
| 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?  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?  Do you ask bilingual families to help to write signs in their Home Language? (welcome, goodbye)  Do you foster a sense of belonging by encouraging all children to bring photos of their families to display in the setting?  Do you provide a visual timetable to support understanding of the setting’s routine, for all children who need this? |  |  |  |
| **Home Corner**  Do you provide real items, such as furnishings, cooking utensils and packaging for domestic play? Do these reflect those in children’s own homes and communities? |  |  |  |
| **Dressing up**  Do you provide non- gender specific outfits and clothing that reflects cultural backgrounds?  Do you provide a variety of material lengths and prints to encourage open ended role-play?  **Dolls and small word figures**  Do you have a range of dolls and figures representing difference in ethnicity, culture, gender, age and ability?  Do you provide opportunities to explore and reinforce understanding that families live in lots of different dwellings (flats, caravans / trailers) by providing the resources for this play? |  |  |  |
| **Books and puzzles**  Do you regularly audit your books for suitability?  Do they promote positive messages and encourage reflection about similarities and difference?  Do you share books that show children from minority groups as main characters?  Do the books you share positively represent 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? |  |  |  |
| **Creative resources**  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?  Are mirrors provided to encourage “self-portraits?”  Are other resources such as playdough also provided in skin tone shades?  Do children have opportunities to talk about similarities and difference during creative activities?  Do staff support these discussions? |  |  |  |
| **Activities** | **Yes** | **No** | **Comment/Action** |
| **Celebrations**  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?  Do you ask for advice on this from families? |  |  |  |
| **Snack, cooking activities and mealtimes**  Are all staff members 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? |  |  |  |
| **Music, rhyme and story time**  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, story sacks and actions to support understanding and participation in songs, rhymes, and stories? (only 7 per cent of communication is verbal) |  |  |  |
| **Supporting children with English as an additional language (EAL)**  Do you know the names of the languages spoken at home and by whom? Do you ask if parents / carers also read these languages?  Are parents/carers encouraged by the setting to value and continue to use their Home Language?  Do all members of staff understand the importance of the Home Language?  Do you gather a list of the important words used by the child in their home language or languages (hello, goodbye, mummy, daddy, thirsty, hungry, favourite things, toilet etc) for use in the setting? |  |  |  |
| Do you provide dual language books for children to take home to share with their families? |  |  |  |
| Are parents and carers invited to share information about their child’s language development in their Home Language or languages? (for the 2-year progress check and ongoing assessment)  Do you share additional information about the support given to a child with EAL (effective strategies, progress made and any concerns) at points of transition? |  |  |  |
| **Team awareness** | **Yes** | **No** | **Comment/Action** |
| Do 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?  Do staff understand their responsibilities to remove barriers to participation for children with Special Educational Needs and Disabilities (SEND) and additional needs?  Including implementing the “Ordinarily Available” document?  Are all staff confident and supported to challenge racism, discrimination, and stereotyping?  Are staff encouraged to find opportunities to talk about similarity, difference, and unique qualities during everyday practice?  Has an ‘Equality Impact Assessment’ and ‘Access Audit’ been completed for your setting and actions identified for a ‘Single Equality Scheme’ (Early Years Action Plan) and are all staff aware of these?  As a team, do you treat one another with respect and value each other’s diversity?  **Inclusion starts with your Team!** |  |  |  |