

## Early Years Inclusive Environments Good Practice Audit

<b>First impressions</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
<p style="text-align: center;">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>			



<b>Creative resources</b>	<b>Yes</b>	<b>No</b>	<b>Comment/Action</b>
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<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 language?</p> <p>Are parents and carers invited to share 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>			

As a team, do you treat one another with respect  
and value each other

Inclusion starts with the team!