

**Enabling Environments**

‘Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.’

This section includes:

* + Auditing the environment to support cultural diversity.

Ask yourself and colleagues how your setting is in relation to the following questions and grade yourself as Beginning (B), Developing (D), or Secure (S), and then consider how you could improve practice.

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| **Auditing the environment to support cultural diversity** | **B/D/S** | **What could we do differently?** |
| Is our home corner culturally diverse? Do we update our resources regularly to reflect festivals, seasons and the different cultural groups using our setting? |  |  |
| Are our dressing-up clothes, dolls, puppets, Duplo, musical instruments and other toys culturally diverse? |  |  |
| Do we have plenty of open-ended resources which are culturally diverse, for example fabrics and treasure basket contents from different cultures?  |  |  |
| Do we use a wide range of rhymes, poems, stories and books and songs which reflect diverse backgrounds? |  |  |
| Do we give children opportunities to hear, use, see and read familiar words in many languages through posters, notices, labels, books, audio and video materials throughout the setting/school? |  |  |
| Do we display all children’s work to ensure that all are valued and have the chance to see their work displayed?  |  |  |
| Do our resources and activities reflect events that different children experience at home, in order to support all children to develop an appreciation of diverse racial backgrounds, for example visitors, celebrations, food, clothing, materials and trips? |  |  |
| Do our books, signs, pictures and other displayed materials include positive images that challenge children’s and adult’s thinking? |  |  |
| Do we provide opportunities in play and learning that take account of children’s particular religious and cultural beliefs? |  |  |
| Do we encourage children to develop an awareness of, and sensitivity to, the needs, views, and feelings of others? |  |  |
| Do we encourage children to learn about and value their own cultures and those of other people, and to share their knowledge with others? |  |  |
| Do we support all children to understand that racist name-calling and racist behaviour is not acceptable, and the reasons why? |  |  |
| Do we encourage children to voice their opinions, discuss with others, and work together in solving problems connected with cultural diversity, including racism? |  |  |
| Do we encourage children to explore differences within the context of similarities? |  |  |
| Do we provide children with opportunities to see written or printed examples of other languages or scripts, and to see adults writing in different scripts? |  |  |
| Do we provide resources that facilitate the exploration of different identities, for example skin colour crayons/pencils, dolls with different skin tones, features, clothing, and so on? |  |  |
| Do we provide opportunities for children to work alongside artists, musicians, mime artistes, dancers and other talented adults from a variety of traditions and communities? |  |  |