



Early Years Learning Environment Audit Tool

- A. During the walk round the setting look for evidence of **focus for learning and teaching**, as well as **achievement and enjoyment of learning**, which celebrates cultural and linguistic diversity.
- B. Tick the relevant box to indicate whether this aspect of your setting is **Established** or **Developing** or whether **Action Needed**.

This Better Bilingual EY audit tool is divided into two sections, in the following order:

- (a) Whole setting environment – providing a welcome for all
 (b) Teaching room displays and the print environment

(a)	Evidence: Whole setting environment – providing a welcome for all	Established practice	Developing	Action point
1	Culture and ethos which makes all children and families feel welcomed, safe and valued is reflected in school brochures and in the reception area			
2	Culture and ethos which celebrates and promotes learning			
3	Multilingual notices to support access to information			
4	Displays which reflect and celebrate diversity and give positive images of people of BAME heritage			
5	Displays which show links with local community groups, including faith groups, and promote partnership with families and communities to support learning, e.g. ESOL classes (English for Speakers of Other Languages)			
6	Facilities for parents/community/carers, e.g. a room or space suitable for sensitive conversations			
Notes:				

(b)	Evidence: Teaching room displays and the print environment:	Established practice	Developing	Action point
7	Displays which reflect the ethnic, cultural linguistic and religious backgrounds of pupils, families and community			
8	Displays which include global perspectives			
9	Displays which include positive images of aspects of the cultures of diverse groups, including of local community			
10	Displays which challenge bias, racism and stereotyping; e.g. showing diverse people as professional/successful			
11	Displays reflect purpose for learning as well as guidance for parental involvement, including for bilingual parents			
12	Displays which are initiated by pupils as well as adults and celebrate collaborative as well as individual work			
13	Learning prompts for curriculum and language development, including multilingual displays which support learning, e.g. key vocabulary, photos, other visuals			
14	Children have opportunities to share their first languages and speak in a range of languages and dialects			
15	Resources and equipment, including those for continuous provision, reflect local and national diversity, e.g. wooden bowls, wicker baskets,, wooden chopsticks etc			
16	Role and imaginative play areas reflect cultural diversity and include dressing up clothes from different cultures, dolls of different ethnicities, etc			
17	Listening materials reflect and value diversity, including CDs of 'world music'; songs from around the world; and musical instruments from around the world			
18	Reading materials reflect and value the diversity of children's experiences; include positive role models of BAME people; include dual language and community language books, fiction as well as non-fiction, from a range of cultures (local and global); and explore a range of issues such as equality, justice, migration etc			
19	Settings invite children, families and local community members with experiences of living in other countries to bring in photos/objects from their home culture, including family members living in different areas of the UK/abroad			
20	Opportunities are created for children to visit different parts of the local community, including areas in which children may be very experienced or knowledgeable, e.g. Chinese supermarket, Greek restaurant, synagogue.			