

P3- Private Day Nursery/ Child Minder

In this setting the children will be from the ages of 6 weeks to 4 years, when the child goes to a private day nursery or is looked after by a child minder it's the first time the child will be away from their parents which means both the child and its parents will be worried at first. So that the child and the parent don't worry too much about the first time leaving the nursery and the staff who work there will need to make sure that the nursery is made for the child's needs. One of the ways the nursery can make it so the child's needs are met whether they be additional needs or if the child is from a different country the nursery will meet with the parents and devise a plan for the care and education and safety of the child. All the staff at the nursery should have a non-judgemental attitude and be open minded about children's differences or needs. If the child in the nursery are from a different country the environment should feel welcoming to the child, the nursery will help them to feel welcome by making most words in the nursery in different languages so all children can understand it for example the word classroom in French/Spanish/Polish. Children should feel welcome in the nursery when they are playing with the resources provided by the nursery. The way in which the nursery's resources will show inclusive practice is providing the child reading books that shows children with disabilities. The layout of the nursery will be made so the child who has mobility problems will be able to be independent. Staff who works at the nursery will need to be positive role models to the children in the setting.

P3- Primary School

In the setting of a primary school the children will be at the ages of 4 years to 11 years so now the setting will be a lot more structured the children would be following the Early Years Foundation stage and the National Curriculum. The school will make sure that the setting is inclusive for all the children who are in that in that setting by making sure everyone can learn the curriculum needed, making it so children who have visual impairments making the worksheets bigger for them. Just like a nursery the staff at the school will need to make sure they have a non-judgemental attitude towards the children who have different needs. The school itself should make the child feel welcome; the school will do this by talking to the parents about the best way of learning and also ask the parents if the child has any additional needs such as health needs or disabilities. Resources at the school should be made to show that they show inclusive practice for example cards which have different religions on them. The school should make sure that the lessons are not forced on one gender and what they do. The staff who work in the primary school should ensure that the activities such as spelling and maths activities are made for all children from different countries and children who have different ability's. Children who are from a different country will need to activities in their language and children with different ability's may

need extra time to complete tasks. Primary schools need to ensure that the young people who attend the school are kept safe. They can do this by understanding health needs and how to deal with them for example if one of the children has a nut allergy the staff will have to make sure none has any nuts and make sure all the areas where they have nuts is clean.

M2 & D2

Case Study

The primary school is situated in a rural area of the northwest of England. The school has a pre-school section and educates children till they are ready for high school. I spent the day in the reception class observing how the setting implements inclusive practice. As I entered the classroom I saw a poster with 'welcome' in different languages and a lovely display with the months of the year, identifying every child's birthday above the different months. As I walked through the classroom I could see another display on the wall with children's work on that celebrated what was different about them in a positive way. After registration the children enjoyed free play in the classroom. I walked around to have a look at the different resources and different areas in the room. In the role play area the children were provided with different clothes, artefacts and foods from a range of cultures. In the reading area I looked through the books and some stories told of boys in caring roles and girls carrying out tasks that involved strength. Some books also represented different ethnic minorities and different family groupings, single parents, mixed race and same sex parents. The creative table provided a range of utensils and chunky bushes and pencils. This really helped one child who had a mobility problem grip the bushes and pens. One child told me that she has eczema and that the whole classroom has paints that are designed not to irritate her skin. During free play I noticed the boys and girls mixed well together and that the girls played in the construction area and the boys in the home corner.

The teacher assistant told me that the children learn a range of festivals celebrated by people of different religions and cultures throughout the year. This week the children were learning about the celebration of Diwali and one of the children's parents came in to discuss what happens during this festival. She brought in some of the food they would eat around this time and she provided resources for the children to make traditional lamps. After lunch the children carried out an activity called 'circle time'. All the children sat in a circle with a teddy bear and when teddy bear was passed to each child they had to say something they were good at. One child was particularly shy and found it difficult to talk but with encouragement from the teacher she managed to say she was good at singing.

In the afternoon a parent came into the setting with her child to have a look around the classroom with a view to joining the class late as they had just moved to the area. The child had Down syndrome so his mum was keen for his transition to be smooth and for all his

needs to be catered for. The teacher and the parent sat together for a while talking about his interests, his needs and what he enjoyed doing. The boy was going to start doing some taster sessions over the next few weeks to allow him to feel comfortable with all the children. I asked the teacher if all parents had an opportunity to meet with her and discuss their child's progress. She said the setting has three parents' evenings a year and this is an ideal opportunity to discuss the areas the child is doing well in and areas they could be improving on. The teacher thought that parents evenings were essential as it allows relationships to be formed and will ensure the child's needs are being met effectively.

To conclude my report I felt that the teacher and the two teaching assistants displayed a very positive attitude. They took an interest in what the children were doing, showing through their communicate that they cared about each child. If any children were displaying inappropriate behaviour they would be consistent in their approach. Each child had a file that provided information on how they were progressing with the Early Years Foundation Stage and a section on any health needs of family issues.

When I was at the primary school I was in the reception class and the way the class showed inclusive practice is as I walked in there was a poster with the word 'welcome' on it in all different languages, this shows inclusive practice because if a child was from a different country they would feel welcomed because they can read the sign. An advantage of the poster is so that parents of children who come from a different country can see that everyone is welcomed. One of the disadvantages of this is not all children can understand the poster.

Another way the reception class showed inclusive practice was with a display with the months of the year which showed the birthday of every child in class. The way this shows inclusive practise is because it shows how all the child are important. An advantage is it shows that all the children are included. The disadvantage is the children might get jealous if they have the same birthday as another child, also if the child is as Jehovah's Witness they don't celebrated birthdays so they will feel left out.

Another display the class have up is all of the work the children have done, it is up to show how they are all different but in a positive way, this is inclusive because it shows the children's achievements and makes them feel good about themselves. One of the advantages of this is its recognising the child and what they are good at. An disadvantage of this is some of the children may feel upset if they see their work is not as good as someone else's work.

The role play area is a good example of inclusive practice because it gives the children opportunities to be whoever they want, this show inclusive because it gives the child an idea of who they are and who other people are from different countries, role play alps helps the

children to develop a non-judgemental attitude and values of other people because they are learning and understanding the way that people with different cultures dress. An advantage of the role is the children are free to be whoever they want to be. One of the disadvantages of the role play area is when the children are wearing clothes from other cultures it could be seen as offensive to those from that country.

The school also promote inclusive practice through the reading area which has stories of the different jobs boys and girls can do and the way they can do each other's jobs, this shows inclusive because the school is not stereotyping the child to do certain jobs. The books also shows things like different ethnic minorities and different family groups, this show inclusive practice because it show the children that everyone is the same. The advantage of the books is they show that it's good to be different and the children are not forced into a certain jobs. A disadvantage is the children may not look at the books.

The way in which the class show's inclusive practice is one of the children has eczema and the whole class have paints which are made so they don't irritate her skin, this helps her not to feel different to everyone else. It is successful because the staff have crated to her needs.

Children in the settings learn a range of festivals which are celebrated by people of different religions and cultures also the parents come in to talk to the children about their religions. This is good inclusive practice because it helps the children to understand different people have different celebrations. The advantage of this is it helps the children to understand the ways that other people live.

Staff in the setting at a certain point of the day carries out an activity which is called 'circle time', this is when all the children sit in a circle and say something they are good at and one of the children who was shy was encouraged by the teacher to speak. The success of the encouraging the children to speak is it means none is left out.

Another way the staff show inclusive practice is by they have a parents evening, it allows the teachers to discuss the areas the child is doing well in and also the areas in which the child needs to improve on. One of the advantages of this is it shows a relationship with the teacher and parent. A disadvantage of the parents evening is not all parents will go which could affect the child.

In this setting the staff shows inclusive practice by having teaching assistants to help the children if the children ask to have their help. The teaching assistants in the setting with the children need to have a positive attitude so that when they are in the classes with the children. The advantages of the teaching assistants is if the child doesn't understand something they can just ask the teacher for some help. The disadvantage is if the child asks for help the teacher might do all the work for them.