**Bristol Standard discussion group**

Dimension 8, with Rosie Coulstring and Julia Harkess

Date: 18.5.23

***Use these notes following the group discussions to look deeper into your practice. Think about***

***How does this relate to your practice?***

***What evidence have you got to portray your identified strengths?***

Link :

The Bristol Standard – Submission Forms

The Bristol Standard | Bristol Early Years

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

A Guide Equal Opportunities Policy, for Childminders (bristolearlyyears.org.uk)

Birth – Five Matters - Inclusive Practice & Equalities Pages 24-27

Enhanced Provision – for more information contact:

Jayne MacIver (Mon – Wed) Jayne.maciver@bristol.gov.uk 07825106679

Fiona Townsend (Wed – Fri) Fiona.townsend@bristol.gov.uk 07826874413

Dingley's Promise – SEND training.

Early Years Inclusion Programme - Dingley's Promise

The priority course we encourage you to complete is the 'Introduction to Inclusive Practice'. We hope that you will enjoy the activities and will learn a lot about supporting children with Special Educational Needs and Disabilities (SEND). This course is divided into 3 units which you can work through at your own pace. Unit One: Enabling Environments Unit Two: Progressing Learning Unit Three: Communities Raise Children. Completing this will be a requirement in order to access the online 'Dingley's Dusk' session which will provide important local context in September 2023.

STRENGTHS

**Children and families know they belong in the setting by**

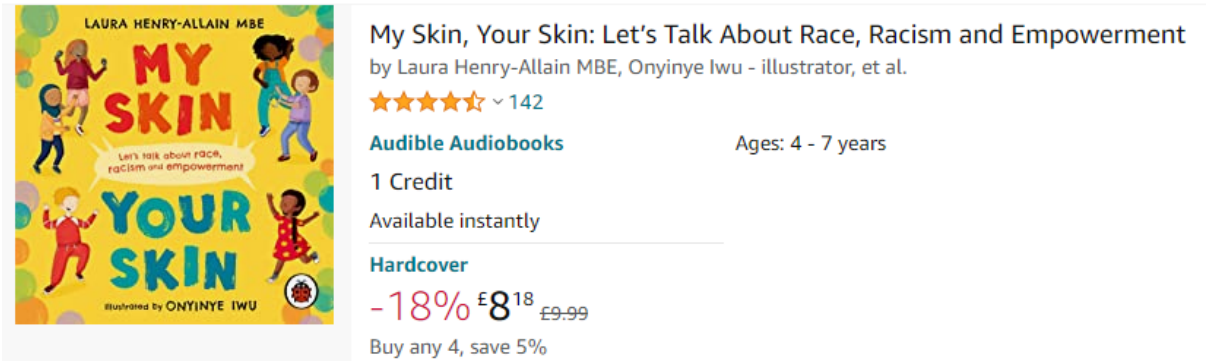
- Give time for parents to come in and feel that my space is their space
- Provide opportunities for parents to come into the setting and breast feed if needed.
- During covid missed parents being able to come in.
- Photo board with children's names and photos.
- Laminated name cards.
- Routines and structures – feeling that it's like their home – can access toys like they would do at home.
- Home visits before they start to encourage that continuity.
- Matching what they have at home.
- Videos and photos of the children.
- Following prompts from parents, following on from things that have happened at weekend. Following the children's interests. Helps to make the parents feel included.
- Long handovers at either end of the day.
- Circle time in the mornings. Parents send photos via whatsapp of the children's weekends and this then informs circle time discussions.
- To encourage participation, when doing reviews, I always talk to parents and get their voice as well as the child's voice.

**We value and celebrate difference and positive images of diversity in our setting by**

- Lots of dolls that reflect different ethnicities.
- Dolls house and dolls caravan that reflect what children know. Being able to reflect their lives.
- Figurines which reflect our diverse society.
- Velcro pictures which have people that can be arranged in fdifferent situations
- Talking positively and being a good role model – challenging unconscious bias.
- Also showing sensitivity by not highlighting difference – providing wellies so that everyone has wellies.
- Books that reflect children's lives and so that they can see themselves reflected in them. Please see the end of these notes for a comprehensive list of books recommended by Colin and Mandy.

- The Proudest Blue book.

- My Skin, your skin by Laura Henry

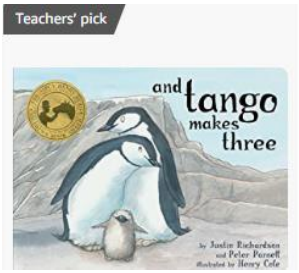



- When Henry was a Brother
- Super Duper you by Sophy Henn

- Ossiri and the Bala Mengro

- Yokki and the Parno Gry

- And Tango Makes 3




And Tango Makes Three (Classic Board Books)
by Justin Richardson , Peter Parnell , et al. | 2 Jun 2015
★★★★★ ~ 2,160
Board book Ages: 2 - 5 years
-16% £6.75 £7.99
Buy any 4, save 5%
prime FREE One-Day
Get it tomorrow, Jul 16

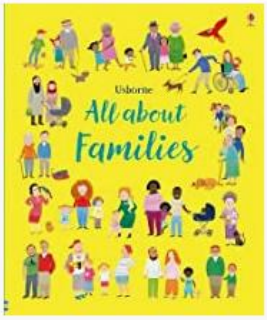
- Hats of Faith

Hats of Faith: 1
by Medeia Cohan-Petrolino and Sarah Walsh | 24 Aug 2017
★★★★½ ~ 295
Board book Ages: 2 - 6 years
-26% £6.65 £8.99
Buy any 4, save 5%
prime FREE One-Day
Get it tomorrow, Jul 16
More buying choices

- Nursery Rhymes for Feminist Times

What Are Little Girls Made of? Nursery Rhymes for Feminist Times
by Jeanne Willis and Isabelle Follath | 3 Sep 2020
★★★★½ ~ 475
Hardcover Ages: 3 - 5 years
-19% £8.09 £9.99
Buy any 4, save 5%
prime FREE One-Day
Get it tomorrow, Jul 16
More buying choices
£5.23 (22 used & new offers)

- Good role modelling, to show them to be accepting of everyone and inclusive
- Usborne book about different families, celebrating different families.




All About Families (My First Book)
by Felicity Brooks and Mar Ferrero | 28 Jun 2018
★★★★★ ~ 228
Hardcover Ages: 3 - 5 years
-18% £8.18 £9.99
Buy any 4, save 5%
prime FREE One-Day
Get it tomorrow, Jul 16
More buying choices

- invested in a doll that represented a child with Downs Syndrome and have this with the other dolls.
- Multi-cultural dolls, including crocheted dolls.

The Magic Toy Shop Bibi Doll - 14" Realistic Lifelike Soft Vinyl Baby Dolls with Downs Syndrome & Movable Limbs...
★★★★★ ~ 151
£15.99
prime FREE One-Day
Get it tomorrow, Jul 16
Small Business ~

**We ensure that play experiences are inclusive by**

- Having done the Outdoor Thinking course and the garden is adapted to provide challenge but also to may it accessible to all.

**We work with families to improve our inclusive practice by**

- Respecting other people's choices and the way they live their lives and the cultural differences.
- Not being judgemental.
- Information gathering to find out what's important to them.
- Promote working in partnerships.
- Having open conversations.

**We support children from groups that might be experiencing disadvantage**

- Enhanced provision – narrowing the attainment gap for children, providing opportunities that they wouldn't normally have – cultural capital.

**We reflect the identities and profile of the community by**

- Visit the community every day, parks, libraries etc
- Meet up with childminding colleagues – making relationships with other adults and children.
- Getting out and experiencing life in the community.
- Attend childminding groups where they can meet children from a range of different backgrounds.
- Street party and the childminding children are invited.
- Going on walks with local elderly people, including them in singing etc.
- Would like to visit residential homes.

**We recognise and challenge our own assumptions, to guard against stereotyping and unconscious prejudice by**

- Questioning our assumptions and unpicking our practice and reflecting on how we can do things differently.
- Belonging to a professional community – Montessori –
- Following like-minded people etc on Instagram.
- Using Birth – Five and Development matters to build knowledge
- Thinking about language, not using oppressive language and thinking of negative connotations
- Challenging gender stereotypes.

**We guard against a tokenistic approach by**

- Books about different faiths and religions.
- Cbeebies festivals films
- Book that follows 7 children from 7 countries and how they spend their days (in book list below)
- Finding out from parents about what's important to them.
- Having different representations of children's lives.

**We make sure we are up to date with current legislation and meet legal requirements in our policies, procedures and practice**

- Cmsupport.
- These reflective forums
- Instagram – The Children's Kitchen etc
- Early Years Alliance
- Ofsted webinars
- Family
- Bristol Early Years website.
- DfE videos.
- Review policies
- Think about SEND
- DfE are doing free training re SEND
- Dingley's Promise – there are modules that you can dip in and out of, videos etc.
- Rachel Clelland – SENCO can be contacted via cmsupport
- EYIP team who come in and support with SEND

TARGET 1.

Need to look for resources for child with transgender parent and to help the other children to understand. Book called TIMID
BENEFIT
The children will benefit from not having feelings of shame which might impact their mental health and wellbeing. They will benefit from a practitioner who will tackle stigma and help them to feel accepted and settled within the setting.

TARGET 2

Asking parents for photos from the weekend to build an understanding of their background and to promote discussion with children.

BENEFIT

The children will be benefit from there being a consistency between home and setting, increasing their sense of belonging. The children will also benefit from having an increased vocabulary.

TARGET 3
To become more aware of the legislation surrounding childcare and early years education.
BENEFIT
The children will benefit from practitioners having an increased knowledge that pertains to early years and as such will be more aware of the needs of children and ensuring that they are always receiving the best quality care.

TARGET 4
Incorporating more awareness of transgender – use Instagram and Pinterest

BENEFIT

The children will benefit from having an increased sense of belonging, feeling valued and by having open discussions regarding how varied the world is. It would also help parents with regard to how they approach issues and boost their confidence when discussing such issues.

OTHER TARGETS CONSIDERED WERE

1. Invest in more books.
2. Look into how we can support a child with English as an additional language. Development Matters & Birth to Five have sections on EAL.
3. To find out more about SEND and to sign up for the Dingley's Promise Training

BENEFITS (if you need help with writing the benefits for children, please ask)

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this

**Instagram accounts which might be of interest**

**https://www.instagram.com/books_that_inspire_young_minds/**
**https://www.instagram.com/rubysreads_uk/**
**https://www.instagram.com/celebrate_diverse_kids_books/**
**https://www.instagram.com/thepicturebookconsultant/**
@theblacknurserymanager • Instagram photos and videos

The Children's Kitchen (@thechildrenskitchenbristol) | Instagram

**ARNOS VALE MONTESSORI CHILDCARE:**

Some of the books we use when teaching various aspects of diversity and inclusion but we are always happy to add to it.

**Different Families:**

“And Tango makes three” by Justin Richardson and Peter Parnell

“Two Dads” by Carolyn Robertson

“I am whole” by Shola Oz

“Two Homes” by Claire Masurel

“Family is” by Katya Longhi

“Me, Mummy and Mum” by Gemma Denham

**Disabilities:**

“Igor the bird who couldn’t sing” by Satoshi Kitamura

“What the Jackdaw Saw” by Julia Donaldson (Written with deaf children)

**Different Cultures:**

“Chapatti Moon” by Pippa Goodhart and Lizzie Finlay

(modern version of the runaway pancake)

“This is how we do it one day in the lives of seven kids around the world” by Matt Lamothe

“Homes around the world” by Max Moore

“English/German Picture Dictionary” by Dylanna Press

**Challenging stereotypes:**

“My Daddy the Amazing Nurse” by Donald Jacobsen and Graham Evans

“Ada Twist Scientist” by Andrea Beaty

“Rosie Revere Engineer” by Andrea Beaty

“Iggy Peck Architect” by Andrea Beaty

**Non-Binary:**

“Timid” by Harry Woodgate

**Cultural Celebrations:**

“Children just like me – Celebrations – Festivals, carnivals and feast days from around the world” by Barnabas and Anabel Kindersley

“The story of Diwali Rama and Sita” by Jay Anika

“The Great race” by Emily Hiles

“Dragon Dance” by Joan Holub