

MMU/TACTYC conference May 6th 2006

Professionalism in the Early Years: Birth to Three and beyond...

EYFS : The Birth to Five Quality Framework



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The Early Years Foundation Stage

Where's it come from ?

Where are we now?

Where are we going?



The historical perspective

- Long history of pioneering early years education in this country EYFS continues this tradition
- In many European countries early years is a 'split' system leading to undervaluing of childcare and status of practitioners
- Change in England - 1998 National Childcare strategy, Sure Start local programmes, 2000 CGFS, 2003 Birth to 3 Matters
- Every Child Matters Change for children agenda seeking to integrate services – EYFS part of *Choice for parents, the best start for children: a ten year strategy for childcare*

EYFS – timeline

Childcare Bill announced in Parliament	November 05
Publication of the direction of travel document	December 05
Further consultation with the sector on the EYFS contents	December 05 – March 06
EYFS 1 st detailed draft prepared	March 06
Formal public consultation on the detailed content of EYFS	April (May) - July 06
Regional consultation and awareness events with key stakeholders and partners	April (May) – July 06
EYFS guidance developed following consultation outcome	August – September 06
EYFS final document complete	September 06
LA strategic planning for implementation	September 06 onwards
EYFS training to early years providers	October 07 – August 08
Providers implement EYFS	September 2008 onwards ⁴



The ten year strategy: a single quality framework

- From birth to the end of the Foundation Stage
- An integrated approach to care and education
- Underpinned by a play-based approach
- Strengthens the links between Birth to Three Matters and the Foundation Stage
- Incorporates elements of the National Standards
- Ensures a consistent approach to care, learning and development from birth to the end of the Foundation Stage



The ten year strategy : a single quality framework (contd)

- To help practitioners plan care and learning that is right for each child at each stage of their development
- To raise quality and reduce the number of changes children and families experience
- To ensure earlier identification of particular needs
- Carried out alongside reform of regulatory and inspection arrangements



SureStart

Birth to three matters
A framework to support children in their earliest years

- A Strong Child
- A Skilful Communicator
- A Competent Learner
- A Healthy Child

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Curriculum guidance for the foundation stage

Guidance
Early years

Early years practitioners
Early years settings which receive nursery grant funding and schools with nursery and reception aged children
Date of issue: 2009
Ref: (ECAF09)1

QCA **D/EE**
Department for Education and Skills

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Full day care

National standards for under 8s day care and childminding

SureStart

=

The Early Years Foundation Stage

Consultation on a single quality framework for services to children from birth to five

Every Child Matters
Change For Children

education and skills
making opportunity, making potential, achieving excellence

DWP Department for Work and Pensions

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EYFS Section 1


■ Section one: Introduction

Sets out the document's aspirations, the principles on which it is based and guidance on how it works. It makes clear how to distinguish between the statutory requirements in the document, the guidance and effective practice.



EYFS section 1 – principles (1)

- the central importance of parents and families for each child's wellbeing and as their first educator;
- the importance of a key person for each child in each setting, to ensure their well being, so that they develop independence by having someone they can depend upon
- the recognition that babies and young children are competent learners from birth and the importance to their development of relationships both with other children and with adults;




EYFS section 1 – principles (2)

- the need to plan for the individual child using sensitive observations and assessments – schedules, routines and teaching must flow with the child's needs;
- the central role of play both indoors and outdoors in supporting learning – very young children learn by doing, rather than through being told, and when they are given appropriate responsibility, allowed to make errors, decisions and choices;
- that learning through play and the development of imagination and creativity must be a shared endeavour, some of it led by the child and some by an effective practitioner;



EYFS section 1- principles (3)

- the importance of involving key partners, like health visitors and social workers in children's successful development and learning;
- the value to be placed on diversity, welcoming and genuinely including all children;
- what children can already do (rather than what they cannot do) is the starting point of a child's development and learning;
- the central importance to child outcomes of competent, committed practitioners.



EYFS section 1 – principles (4)

Additional principles

- that only when high quality care, development and learning work together will early years provision have the maximum impact on children's development;
- that settings should develop effective partnerships not only with parents, but with other carers, settings and practitioners important to the child. The experience of the child must be coherent and joined up;
- the importance of joined up planning and delivery for children who attend more than one setting – those, for example, who are cared for by a child minder but also attend a play group or nursery class;



EYFS section 1 – principles (5)

Additional principles (contd)

- the importance of planning for children who attend for different parts of the day, including the need for rest and relaxation for children attending for long periods; and
- the need to support effective practice for children following atypical development patterns.



EYFS section 2

- **Section two: EYFS overview**
- **An overview of the welfare, learning and development requirements, showing how each supports the other in improving outcomes for children and how flexible implementation will allow all types of provider to deliver EYFS.**



EYFS section 3

- **Section 3: Progression through the Areas of Learning and Development**
- **Sets out the learning and development requirements, provides guidance about how to plan for and meet them for a diverse range of children and uses detailed tables to set out effective practice in planning, observation and assessment and teaching and learning in at each of the stage of a child's development in six areas of learning and development**

ACHIEVE ECONOMIC WELL-BEING

Physical Development
Creative Development

- Expressing ideas
- Language for thinking
- Reading
- Self confidence and self-esteem
- Responding to experiences
- Developing imagination
- Exploration and investigation
- Imaginative play
- Shape, space and measures
- Designing and making
- Exploring media and materials
- Handwriting

STAY SAFE

- Dispositions and attitudes
- Making relationships
- ICT
- Sense of community

BE HEALTHY

- Creating music and dance
- Self-care
- Behaviour and self-control
- Calculating

ENJOY AND ACHIEVE

- Time, place and communities
- Movement and space
- Language for communication
- Health and bodily awareness

MAKE A POSITIVE CONTRIBUTION

- Writing
- Using equipment and materials
- Problem Solving, Reasoning and Numeracy

a competent learner
a strong child
a healthy child
a skilful communicator







Building of the World
Understanding and Knowledge

Communication, Language and Literacy


Area of learning and development

	Development matters	Look, listen, note	Effective practice	Planning and resourcing
 birth to 11 months				
 8 to 20 months				
 16 to 26 months				
 22 to 36 months				
 30 to 50 months				
 40 to 60+ months				

	Development matters	Look, listen and note
	<p>Develop an understanding and awareness of themselves. [SC, mmi]]</p> <p>Learn that they have influence upon and are influenced by others.[SCh,mmi]]</p>	<p>How young babies begin to explore their own movements, and the environment in individual ways.</p> <p>How babies respond to other adults and children [SCh,mmi]</p>
	<p>Become aware of themselves as separate from others.[SCh, mmi]]</p>	<p>How babies play with their own feet, fingers, and toys placed near them.</p>
	<p>Discover more about what they like and dislike.[HC,hc]</p>	<p>Strategies babies use to indicate likes and, dislikes.[SCh, mmi]</p>
	<p>Have a strong exploratory impulse.[SCo, DSA - also CGFS yellow stepping stone PSED]</p>	<p>How babies show confidence in exploring what they can do.[SCo, DSA]</p>
	<p>Learn that they are special through the responses of adults to individual differences and similarities.[SCh, mmi]</p>	<p>Instances of young children celebrating their special skills or qualities.</p>
	<p>Show their particular characteristics, preferences and interests.SCh. mmi]</p>	<p>Any patterns in what children choose to do or not to do.[CL,mc]</p>

Effective practice

Planning and resourcing




Say or sing made-up rhymes or songs whilst stroking or pointing to the baby's hands, feet or cheeks.

Respond to and build on babies' expressions, actions, and gestures.

- Find out what the baby likes from parents [SCh,mmi]

Devote uninterrupted time to babies when you can play with them, be attentive and fully focused. SCh, mmi]



Playfully help babies to recognise that they are separate and different from others, for example, pointing to own and baby's nose, eyes, fingers.[SCh, mmi]

Place mirrors where babies can see their own reflection. Talk to them about what they see.[SCh, mmi]

Give opportunities for babies to have choice, where possible. [HC,hc]

Provide choices of different vegetables and fruit at snack time.

Follow young babies' lead as they explore their environment, people and resources.[CL, mc]

Allow enough space for babies to move, roll, stretch and explore.[CL,mc]



Seek and delight in new experiences.
Have a positive approach to activities and events.

Children's curiosity and drive to explore things around them.

Show confidence in linking up with others for support and guidance.
Show increasing independence in selecting and carrying out activities.

Ways in which children develop their own ideas through their interactions with others.



Display high levels of involvement in activities.
Persist for extended periods of time at an activity of their choosing.

The activities which absorb and interest individual children.

Continue to be interested, excited and motivated to learn.
Be confident to try new activities, initiate ideas and speak in a familiar group.

Reactions to new activities and experiences, understanding that for some children such experiences can be both exciting and worrying.

Maintain attention, concentrate, and sit quietly when appropriate.

Children's attentiveness to others..eg from CGFS



Interact with children in support of their interests and give them scope to learn from many things, including their mistakes.

Vary activities so that children are introduced to different materials, for example, use a mixture of glue and water instead of water alone, to investigate flow.

Encourage children to see adults as a resource and as partners in their learning. Teach children to use and care for materials, and then trust them to do so independently.

Plan activities that require collaboration. Make materials easily accessible to all children.

Give children opportunities to complete activities to their satisfaction.

Give time for children to pursue their learning without interruption and to return to activities

Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.

Provide experiences, activities and materials that are challenging but achievable.

Explain why it is important to pay attention when others are speaking, and give children opportunities to both speak and listen.

Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.





EYFS section 4

- Section 4: Meeting the Welfare Requirements
- Detailed welfare and workforce requirements, also set out in grid form and showing what providers and practitioners need to do to ensure that the requirements are met. The requirements, which replace the five sets of national standards and the five accompanying sets of Ofsted guidance, are grouped under four headings:
- Safeguarding and Promoting Children's Health and Welfare; Suitable People; Suitable Premises, Environment and Equipment; Organisation

The provider takes the required steps to safeguard and promote the welfare of children in the provision.

•What providers must do

- Providers must ensure that children are safe and secure within the setting and on outings and ensure proper precautions are taken to prevent accidents.

•Effective practice

- When assessing security, consider how you might prevent unwanted visitors as well as ensuring that children remain on the premises. Points to consider are:
 - physical factors, such as the height of door handles and the use of inhibitors on windows;
 - general security, such as which doors are locked or unlocked, door alarms, the use of security systems and intercoms and name badges;
 - promoting staff awareness of the whereabouts of other people in the building and of other users or strangers on the premises;
 - fire requirements when locking doors;
 - information about the need for security and the systems in place. For example, posters and reminders displayed for parents and visitors;
 - seeking advice from the crime prevention officer.



EYFS section 5

- Section 5: Regulation, Inspection and Improvement
- Details of the registration, performance management and inspection arrangements which will underpin the framework.



- Registration
- ensuring they are suitable to care for young children;
- ensuring that the premises are safe and suitable; and
- ensuring that they demonstrate the ability to deliver the EYFS.
- This combination means that when deciding whether or not a provider meets the criteria to be registered, Ofsted will take into account whether they judge them able to deliver the EYFS, as well as the suitability of the person and the premises.



Inspection

All settings will be inspected regularly, with some requiring more inspection than others. Following inspection Ofsted will report on:

- the contribution that the provision is making towards the outcomes for children;
- the quality of the provision;
- how far the needs of individual children are being met; and
- the quality of leadership and management connected with the provision.

A young child with short brown hair, wearing a green V-neck sweater, is sitting at a grey table. The child is holding a red pencil in their mouth and is using their right hand to draw on a white piece of paper. In the background, there is a wooden chair and a red cup filled with several red pencils. The scene is brightly lit, suggesting an indoor setting like a classroom or a play area.

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