Childminder briefing on the revised
Early Years Foundation Stage 2012

Setting the standards for
learning, development
and care for children from
birth to five

In partnership with
Trio Childcare Connections

Working for you
Aims of this briefing:

- To raise awareness of the new documentation for the revised EYFS
- To identify and explore key changes and implications for childminders
- To provide an opportunity to reflect upon and develop current good practice within the EYFS
Background and context:

- The Foundation Years: Preventing Poor Children Becoming Poor Adults, Frank Field December 2010
- Early Intervention: The Next Steps, Graham Allen January 2011
- Munro Review of Child Protection, May 2011
- Nutbrown Review on Early Education and Childcare Qualifications, March 2011
The Early Years: Foundations for Life, Health and Learning
Tickell (March 2011)

An independent review of the EYFS to consider how it could be less bureaucratic, and more focused on supporting children’s early learning.

NCMA worked closely with government in the review of the framework.
The documents:

Statutory Framework

Development Matters in the EYFS
The documents:

- Overall Reforms to the 2012 EYFS Framework (DfE)
- **A Know How Guide** The EYFS progress check at age two (ncb)
- Parents’ guide to the EYFS
Birth to three Matters

An introduction to the Framework

- A Strong Child
- A Skilful Communicator
- A Competent Learner
- A Healthy Child
Documents not yet published:

• The EYFS Profile
• A revised SEF is expected
Overall revisions to the EYFS Framework:

• Reduce paper work and bureaucracy

• Strengthen partnerships between parents and professionals

• Focus on the three prime areas of learning most essential for children’s readiness for future learning and healthy development

• Simplify assessment at age five

• Early intervention where necessary, through a progress check at age two.
The EYFS promotes:

• A strong emphasis on **flexible play based learning** which is both adult structured and includes a large proportion of free play.

• Planning which starts from the **child’s interests and motivations** and builds their **communication and language** and physical and emotional well being.

• Well qualified staff who **provide effective challenge and support for all children** alongside parents and other agencies.
The importance of play
Summary of changes to the Learning and Development Requirements:

Three prime areas:
- Communication and Language
- Physical Development
- Personal Social and Emotional Development

Four specific areas
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
The Characteristics of Learning:

• Playing and exploring
• Active learning
• Creating and thinking critically
### Characteristics of Effective Learning

**Playing and exploring – engagement**
- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

**Active learning – motivation**
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

**Creating and thinking critically – thinking**
- Having their own ideas
- Making links
- Choosing ways to do things

### Area of Learning and Development

<table>
<thead>
<tr>
<th>Prime Areas</th>
<th>Aspect</th>
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<tr>
<td>Personal, Social and Emotional Development</td>
<td>Making relationships</td>
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<td>Self-confidence and self-awareness</td>
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<td>Managing feelings and behaviour</td>
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<td>Physical Development</td>
<td>Moving and handling</td>
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<td>Health and self-care</td>
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<td>Communication and Language</td>
<td>Listening and attention</td>
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<td>Understanding</td>
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<td>Speaking</td>
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### Specific areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Aspect</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>Reading</td>
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<td></td>
<td>Writing</td>
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<tr>
<td>Mathematics</td>
<td>Numbers</td>
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<td>Shape, space and measure</td>
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<tr>
<td>Understanding the World</td>
<td>People and communities</td>
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<td></td>
<td>The world</td>
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<td>Technology</td>
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<tr>
<td>Expressive Arts and Design</td>
<td>Exploring and using media and materials</td>
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<td>Being imaginative</td>
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Wrap around and holiday providers

‘Wrap around and holiday providers should be guided by, but do not necessarily need to meet, all the learning and development requirements.’

NB - must meet all safeguarding & welfare requirements.

‘Practitioners should discuss with parents and or carers the support they intend to offer, seeking to complement learning in settings in which children spend more time.’ (Statutory Framework, p4)
English as an additional language

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting language development at home.
Observation, assessment and planning

Planning

Observation

Assessment

The Child
Assessment and paperwork

‘Assessment should not entail prolonged breaks from interaction with the children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development.’

(Statutory Framework, page 10)
So what should you record?

- Anything you might forget!
- What is significant
- What you need to demonstrate your knowledge of the child
Summative Assessment: Progress check at age two

‘When a child is aged between two and three, practitioners must review their progress, and provide parents and or carers with a short written summary of their child’s development in the 3 prime areas.’ (Statutory Framework, page 10)
Aims of the progress check:

• Review a child’s development in the three prime areas
• Ensure parents have a clear picture of child’s development
• Enable you to plan for child’s needs
• Enable parents to understand needs and enhance development at home

(Know How Guide: EYFS progress check at age two, page 3)
Aims of the progress check:

• Note areas where child is making good progress and areas needing further work
• Describe actions you intend to take to address any developmental concerns (including working with other professionals where appropriate)

(Know How Guide: EYFS progress check at age two, page 3)
Completing the progress check:

- Review and reflect on child’s development, using *Development Matters*
- Draft comments
- Discuss with parents, take account of their views
- Seek advice if appropriate
- Finalise and give copy to parents
Examples of progress check report

Useful examples in
The Know How Guide:
EYFS progress check at age two document.

A template will be available for all childminders on the county council website.
The EYFS Profile:

- Must be completed for each child
- Should reflect ongoing observation, discussions with parents and carers and any other adults
- Should give a ‘well rounded picture’
- Very few childminders need to do this
Safeguarding and Welfare changes:

• examples of adults’ inappropriate behaviour which should raise safeguarding concerns

  SF p14

• policies must cover use of mobile phones and cameras in settings

  SF p13

• new requirements if you employ assistants: induction, supervision, training, length of time children may be left in sole care of assistant

  SF p17 & 21
Safeguarding and Welfare changes:

• Childminders will be required to complete training before they register with Ofsted

• Changes to requirements for written policies – NB safeguarding policy

• Safety and suitability of premises, environment and equipment – providers to judge whether a risk assessment needs to be recorded in writing.
Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications
Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document – Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.

Themes

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child’s needs, feelings and interests
- supportive of the child’s own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

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.

Enabling Environments are

- value all people
- value learning
- They offer
- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically
Development Matters in the EYFS

• The 4 underpinning themes of the EYFS:
  ➢ The Unique Child
  ➢ Positive Relationships
  ➢ Enabling Environments
  ➢ Learning and Development

• *Development Matters* shows how the themes and principles work together to support babies and children.
Development Matters in the EYFS

• You can use *Development Matters* as part of your daily observation, assessment and planning.

• Remember that babies and young children develop at their own rates and in their own ways.
On-going support with the EYFS:

- Oxfordshire County Council’s Community Childcare and Play staff
- Trio Childcare Connections, for Network Childminders
- Step into Training
- NCMA website, [www.ncma.org.uk](http://www.ncma.org.uk)
- NCMA ‘Webinar’ courses – see website
What are the implications of the revised EYFS for childminders?

Areas for discussion:
• The progress check at age two
• Observation, assessment and planning
• Involvement of parents/carers
• Training available from September
Babies, children and their families are at the heart of the EYFS.