

*"...I am setting out a much slimmer, easier to understand early years curriculum. It will give professionals more freedom in how they work with children, and will involve parents more in their child's learning."*

Children's Minister Sarah Teather in launching the framework

**The EYFS: ensures quality and consistency** across early years settings, **provides a secure foundation** through learning and development opportunities **supports partnership working** between professionals and parents **provides equality of opportunity** and anti-discriminatory practice. (p3)

## Overarching Principles (p4)

- Every child is a **unique child**, who begins learning at birth and can become resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships** with their parents and carers and with others, including their key person at their early years setting.
- A positive **environment** – in which children's experiences are planned to reflect their needs, and help build their confidence, and in which there is a strong partnership between early years practitioners, parents and other professionals - is crucial if children are to fulfil their potential and learn and develop well.
- Children develop and learn in different ways and at different rates. All areas of learning and development are important and are inter-connected.

## Section 1 - Learning and development requirements

- Practitioners working with the youngest children are expected to focus strongly on the three prime areas (p6)
- Prime areas of learning and development: personal, social and emotional development, physical development, communication and language (p8)
- Specific areas of learning and development: Literacy (reading; writing), mathematics (numbers; shape, space and measures), understanding the world (people and communities; the world; technology), expressive arts and design (exploring and using media and materials; being imaginative) (p9)
- Each area of learning and development must be delivered through planned, purposeful play and through both adult-led and child-initiated activity. (p10)
- Practitioners should be guided by the different ways that children learn: playing and exploring; active learning; creating and thinking critically (p10)
- Each child must be assigned a key person (p10)
- Where children are attending wrap around or holiday provision relevant providers must use judgement about the appropriate support to be provided (p10-11)

## Section 2- Assessment

- Ongoing Formative Assessment should happen as part of practitioners' ongoing interaction with children. Key achievements and any concerns should be recorded periodically. (p12)
- When a child is aged between 24 and 36 months, practitioners must review progress in the prime areas, and supply with a short written summary. The check must identify where the child's progress is less than expected, and should shape a targeted plan to support future learning and development (p12)
- Practitioners should discuss with parents how the summary of development can be used to support learning at home and to encourage parents to share the summary of progress with other relevant professionals. (p13)
- The second report on progress is required in the final term of the year in which the child reaches age 5. At this point, the EYFS Profile must be completed. (p13)
- Regulations under Section 99 of the Childcare Act 2006 require early years providers to report EYFSP results to local authorities, upon request. (p14)

## Section 3 - Safeguarding and Welfare

- Providers must have written policies and procedures in place to safeguard children, in line with the guidance and procedures of LSCB. (p16)
- Providers must have effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children are suitable. (p17)
- Providers must meet their responsibilities under the Safeguarding Vulnerable Groups Act. (p18)
- Providers must put appropriate arrangements in place for the supervision of their staff. (p18)
- Providers must ensure that the qualifications held by staff are full and relevant for working with young children, all managers must hold relevant level 3 qualification, and half of all other staff must hold a full and relevant level 2 qualification. (p18-19)
- Providers must ensure that regular staff appraisals are carried out to identify any training needs, and must secure opportunities for CPD. (p19)
- Staff: child ratios must not drop below the levels specified. (p19)
- Providers must promote the good health of the children attending the setting. (p23)
- Meals, snacks and drinks, must be healthy, balanced and nutritious and drinking water must be available and accessible. (p23)
- Someone with a current paediatric first aid certificate must be on the premises at all times. (p24)
- Providers must have a behaviour management policy with a named practitioner responsible. (p24)
- Premises, both outdoor and indoor, [must be] fit for purpose and meet space requirements. (p25-26)
- There must be a written procedure for assessing any risks to children's safety, and these must be reviewed regularly. (p25)
- All providers must have and implement a written policy to promote equality of opportunity for children in their care, including support for children with learning difficulties and disabilities. (p27)
- Providers must ensure that all staff are aware of the need to protect the privacy of the child and the legal requirements that exist to ensure ensures confidentiality. (p28)
- A written procedure for dealing with concerns and complaints from parents must be in place, and a written record of any complaints, and their outcome must be kept. Childminders need only keep a record of any complaints they receive and their outcome. (p30)
- It is an offence for a registered provider to fail to comply with Ofsted's requirements of notification. (p32)
- Section 13 of the Childcare Act 2006 requires local authorities to secure the provision of information, advice and training, whether delivered by themselves or by others, to meet the needs of local providers and support sufficiency of childcare provision. (p35)

Consultation ends Friday 30 September

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