

This guide to the EYFS review numbers the recommendations in the review, with paragraph and page references.

The actual language has been used wherever possible, but re-ordered.

Inevitably, this Reduced guide is just that: it does not seek to replace the source document.

1. Welfare requirements should be checked against the Independent School Standards to ensure there is no conflict between the two. 2.2 page 12
2. There should be a framework that applies to all providers working in early early years. 2.6 page 12
3. The learning and development exemptions process could be widened for schools who do not wish to deliver the EYFS learning and development requirements. 2.9 page 14
4. Exemptions should be extended to all Steiner-Waldorf Foundation settings .2.10 page 15
5. Exemption applications for providers meeting the existing stringent criteria should be simplified –requiring them to inform LA's .2.11 page 15
6. Guidance for wraparound and holiday provision be embedded in the EYFS and Ofsted inspection process. 2.15 page 16
7. The Skillsactive playwork level 2 award be "a relevant early years qualification" for holiday providers. 2.16 page 16
8. The EYFS must easy to access, understand and navigate, 2.17 page 17
9. Revised EYFS and guidance for inspectors should achieve the plain English crystal mark.2.17 page 9
10. An interactive online version of the revised EYFS be developed, with clear navigation 2.18 page 10
11. When a child starts in an early years setting, parents should get a brief, simple, explanation the EYFS and what they can expect. 2.19 page 17
12. EYFS to increase the emphasis on the role of parents and carers as partners in their children's learning, and ensures that all practitioners maintain effective parental engagement 2.20 page 18
13. The prime areas of learning are: personal, social and emotional development, communication and language and physical development. 3.6 page 21
14. EYFS should require practitioners, including childminders, to provide to parents, between 24 – 36 months, a summary of their child's development 3.15 page 23
15. Parents and carers to enter information in the Red Book arising from this early years summary and from interaction with other professionals. 3.21 page 25
16. A single integrated review at age 2 to 2½ be developed. 3.22 page 25
17. How English language skills can be effectively supported and assessed should be investigated. 3.27 page 27
18. The four specific areas in which the prime skills are applied: literacy, mathematics, expressive arts and design, and understanding the world. 3.28 page 27
19. Playing and exploring, active learning, and creating and thinking critically are highlighted. 3.29 page 27
20. "Development Matters" should be retained but reviewed and slimmed-down 3.40 page 31
21. No changes be made to the EYFS requirements on formative assessment 3.40 page 31
22. EYFS to explicitly state that paperwork should be kept to the absolute minimum 3.40 page 31
23. The reduced set of early learning goals to be used to provide a framework for the expected level of children's development by the end of reception year 3.41 page 31
24. For each early learning goal a simple scale is established. This should define what emerging, expecting and exceeding means for each early learning goal. 3.42 page 31
25. The level of exceeding the early learning goals is consistent with expectations in the National Curriculum 3.42 page 31
26. Development Matters should include milestones of development for children up to 24 months. 3.43 page 32
27. EYFS is more explicit about different approaches to assessment for those children with SEN. 3.44 page 32
28. The EYFS Profile should be significantly slimmed down. 3.49 page 33
29. Assessment should be based primarily on the observation of daily activities. 3.53 page 35
30. The EYFS requirement relating to delivery through play be clarified. 3.54 page 35
31. 'Safeguarding and welfare requirements' be redrafted to improve their clarity. 4.2 page 37
32. The safeguarding and welfare requirements are explicit about warning signs in the behaviour of adults. 4.5 page 38
33. EYFS to set out the high level content of the child protection training that lead safeguarding practitioners are required to attend. 4.5 page 38
34. Mobile phones should not be banned in early years settings. 4.8 page 39
35. Further advice and good practice for practitioners on food should be provided. 4.9 page 39
36. Staff ratios in reception classes should be reviewed. 4.11 page 40
37. EYFS should reflect the parity between the ratio requirements for independent and maintained schools. 4.12 page 40
38. Staff deployment within the setting throughout the day should be left to professionals. The majority of practitioners' time should be spent working directly with the children. 4.13 page 41
39. EYFS to include guidance about paperwork in relation to risk assessments. 4.15 page 41
40. Practitioners should not have to undertake written risk assessments in relation to outings. 4.15 page 41
41. Retain a focus on the need to: upskill the workforce; commit to a minimum level 3 qualification; maintain the ambitions for a graduate led sector. 5.4 page 43
42. Careers professionals should be well informed about careers in the early years. 5.5 page 43
43. The content of training courses should be reviewed to test the strength and quality of these qualifications. 5.6 page 43
44. Teaching Schools for the early years should be introduced. 5.8 page 44
45. A progression structure for qualifications, linking these to leadership qualifications and identifying clear career pathways should be drawn up. 5.12 page 45
46. Qualifications should meet the needs of all learners, including full time students and mature students. 5.13 page 46
47. New entry qualifications should be of a high standard and reviewed to see whether they are equivalent to the NNEB. 5.14 page 46
48. EYFS should be clear what supervision means in practice, including for childminders. 5.17 page 47
49. Consideration should be given as to how peer networks, such as childminder networks, and national organisations can provide supervision support. 5.17 page 47
50. Ofsted and local authorities should produce and communicate clear, consistent information for practitioners. 5.19 page 48
51. Ofsted should review the training, capacity and capability of inspectorate. 5.20 page 48
52. LA's should avoid creating burdens arising from requests for unnecessary information. 5.21 page 48

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