

The Early Years Foundation Stage (EYFS) for parents and carers



Why do I need to know about the EYFS?

- The EYFS will be the stage your child is in when they attend a setting or a childminder's home between birth and the age of five. It is also the stage that they are in until the end of the Reception year at school.
- Children do best when parents and professionals work together.
- It is important to remember that you know more about your own child than anyone else. Practitioners should be asking you about your child and sharing information with you about your child's progress.
- Understanding what your child is doing when they are with others will help you to notice how well they are developing and learning.
- The part you play in their learning and the choices you make will make a difference to their future.



What is the EYFS?

- The EYFS is a stage of children's development from birth to the end of their first (Reception) year in school.
- The EYFS Framework describes how early years practitioners should work with children and their families to support their development and learning.
- It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life.
- It is based on four important principles.



What are the EYFS principles?

Theme: A Unique Child

Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Theme: Positive Relationships

Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Theme: Enabling Environments

Principle: The environment plays a key role in supporting and extending children's development and learning.

Theme: Learning And Development

Principle: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

Each Principle applies to all children from birth. Each Principle is supported by four commitments that describe how the Principle can be put into practice. They are all explained and explored in more depth on the Principles into Practice cards and the CD-ROM. The principles underpin all that practitioners are required to do.



Why are the years from birth to five so special?

The years from birth to five see the greatest growth and learning for all children.

- good health;
- to be happy;
- to feel safe;
- to be successful.

Early learning is the key to your child's future and families make the greatest difference at this stage.

What can parents and carers do?

Parents and carers are their children's first teachers. When they are with you learning can happen at any time and anywhere, for example through:

- being generous with praise and cuddles;
- reading things together;
- playing games, singing nursery rhymes;
- talking about what you can see in the park or on the street;
- counting the stairs as you go up and down.

Local information

www.standards.dfes.gov.uk/primary/publications/foundation_stage/eyfs/

The Early Years Foundation Stage (EYFS) for practitioners



What is the EYFS?

The EYFS is a single quality framework for children from birth to the age of five. It brings together and replaces *Birth to Three Matters*, the *Curriculum Guidance for the Foundation Stage* and the *National Standards for Under 8s Day Care and Childminding*. From September 2008 it will be mandatory for all early years providers including maintained schools, non-maintained schools, independent schools and childcare registered by Ofsted on the Early Years Register.



What is in the pack?

- Statutory Framework booklet containing the legal requirements
- Practice Guidance booklet
- Set of 24 Principles into Practice cards
- Wall poster
- CD-ROM

What is the aim of the EYFS?

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes to:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution and
- Achieve economic well-being.

The EYFS will achieve this aim by a principled approach to:

- Setting standards;
- Promoting equality of opportunity;
- Creating a framework for partnership working;
- Improving quality and consistency;
- Laying a secure foundation for future learning and development.

Does the EYFS give the same value to home based care and education as that provided in settings and schools?

The EYFS is for all children and all practitioners and recognises that the personal and intimate way in which childminders work with a few children in their own homes provides a rich and varied experience. Examples of effective practice are given throughout the EYFS from the full range of settings including childminders.



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Why are these principles so important?

The principles underpin everything in the EYFS. Everything you offer to children needs to show these principles in action.

Am I going to have to change my practice?

EYFS builds on existing practice. If you are already an effective practitioner, you will not have to do anything different with the children. However, you will be able to review your practice in the light of the new document and think about how it fits into the whole birth to five age range.

Key messages

- The EYFS is for all children from birth to five.
- The EYFS principles are the starting point for effective practice.
- The EYFS builds on what practitioners already do well.
- The EYFS brings learning and welfare requirements together.
- The EYFS supports continuity and coherence for all children.



Local information

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The Early Years Foundation Stage (EYFS) for LA advisers and consultants



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How I can I support settings in implementing the EYFS?

- Understand the EYFS yourself and be able to offer support and advice to headteachers, managers and practitioners.
- During 2006/07 include settings plans for EYFS in your agenda for school/settings' visits.
- Share the LA plans for supporting settings before and after September 2008.
- Expect references to the EYFS in self-evaluation forms and improvement plans.



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The Early Years Foundation Stage (EYFS) for independent trainers and consultants



What is the EYFS?

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What about existing birth to three and three to five training?

There will still be a place for training and professional development focused on specific age ranges but trainers need to ensure that this training is put in the context of the birth to five continuum so that practitioners can understand better how what they do with their group of children relates to the whole EYFS.



Local information

Criteria to support LAs and settings in quality assurance training

All training providers should:

- demonstrate commitment to the EYFS principles when delivering training;
- deliver training that enables practitioners to put the principles into practice;
- tailor training to meet the diverse needs of the sector, including childminders;
- use an action research approach to training wherever possible, for example where practitioners are expected to do some observation or research in their setting between sessions and to reflect on their learning with others during sessions;
- understand the welfare requirements and refer to them where appropriate;
- understand the learning and development requirements;
- be committed to the advice provided in the Foundation Stage Profile handbook about appropriate methods of assessing progress (see section 11 of the LA briefing booklet);
- demonstrate how training may enable practitioners to meet the Standards for Early Years Professional Status.

The Early Years Foundation Stage (EYFS) for headteachers, managers and governors



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How will practice have to change?

EYFS builds on existing documents and effective practice. Therefore good practitioners will not have to do anything different with the children. However it is an opportunity to review the practice in your own setting and your links with other providers in your area to ensure increased continuity for children and families.

What are the responsibilities of leadership teams and governors?

The statutory responsibilities have not changed in many areas. However school and setting leaders, managers and governors need to be aware of the full range of statutory requirements in the EYFS statutory framework booklet. These are the non-negotiables of the EYFS. They should also ensure that practitioners are ready and able to implement the EYFS from September 2008.

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The Early Years Foundation Stage (EYFS) for trainers in further and higher education



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