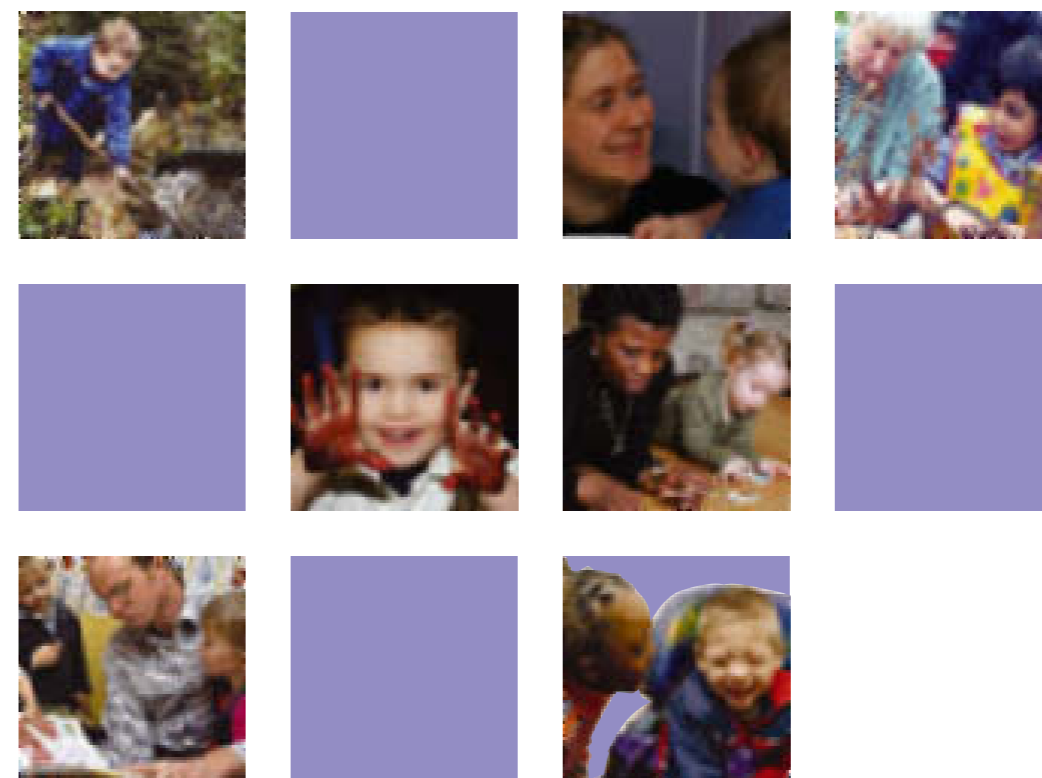


The Early Years Foundation Stage

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



Every Child Matters
Change For Children



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Consultation on the Early Years Foundation Stage (EYFS)

1. This document invites comments on a draft of the *Early Years Foundation Stage (EYFS)*, which is due to come into force in September 2008. The EYFS will be a single framework for care, learning and development for children in all early years settings from birth to the August after their fifth birthday. Building on the existing *Curriculum Guidance for the Foundation Stage*, the *Birth to Three Matters* framework, and the *National Standards for Under 8s Day Care and Childminding*, the framework aims to increase coherence, provide a flexible approach to care and learning and raise quality throughout the Early Years Sector. It is intended to play a key role in improving the life chances of all children, regardless of their family circumstances, by setting a clear expectation of the care, learning and development they will receive, whatever the setting they attend.
2. Development of EYFS has been taken forward in partnership with key stakeholders and delivery partners, across the maintained private, voluntary and independent sectors. A wide range of events have been held over the last year, with groups of practitioners, heads of centres, headteachers, local authority and further and higher education staff and national early years organisations. A dedicated email address has enabled wider participation and a range of settings in four local authorities have been funded to carry out specific consultation with parents and children.
3. The majority of feedback has been positive. Practitioners particularly have recognised, and welcomed, content from both *Birth to Three Matters* and the Foundation Stage contained within the learning and development grids, while recognising the advantages of bringing the material together in a single framework.
4. Many settings are already delivering *Birth to Three Matters*, the Foundation Stage and the *National Standards for Under 8s Daycare and Childminding* successfully. They will recognise much of what is in EYFS from those earlier documents. We hope EYFS will represent a logical development, bringing together and simplifying the learning and development and welfare requirements and ending the sometimes unhelpful distinction between care and learning and between birth-to-three and three-to-five provision.
5. We have retained principles, pedagogy and practice from *Birth to Three Matters*. Each of the Areas of Learning and Development reflects the 'stepping stones' approach of the Foundation Stage, but is set out with icons and headings which *Birth to Three Matters* practitioners will recognise.

The consultation

6. The consultation runs from Friday 5 May to Friday 28 July 2006. There is a tear-out sheet containing the consultation questions at the back of the draft document, which you can return to us at Consultation Unit, Department for Education and Skills, Area 1A, Castle View House, East Lane, Runcorn, Cheshire WA7 2GJ. Alternatively, if you are responding on-line, select the 'Respond on-line' option at the beginning of the consultation web page: www.dfes.gov.uk/consultations/ or send it by e-mail to EYFS.CONULTATION@dfes.gsi.gov.uk
7. We will be running regional consultation events throughout May and June 2006. These events will link to those on the development of Early Years Professional Status (www.cwdcouncil.org.uk/projects/earlyyears.htm), which will be key to the effective delivery of EYFS and to those on the new literacy and maths frameworks (www.standards.dfes.gov.uk/primary/features/framework/consultation/), which will be delivered through EYFS for those in early years settings.
8. The draft EYFS is arranged in five sections, with consultation questions relating to each:

Section 1: 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 good practice.

- Q1 Do you agree that the introduction to the EYFS and the explanation of its aims and objectives are arranged clearly and in the appropriate language for those working in or responsible for managing settings delivering EYFS?
- Q2 Do you agree the introduction makes clear which parts of the document are statutory requirements and which parts are guidance or good practice?
- Q3 Do you agree the introduction helps you to navigate through the document successfully?

Section 2: 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.

- Q4 Do you agree that this section sets out clearly the roles and responsibilities of providers in delivering EYFS?
- Q5 Do you agree that the EYFS is sufficiently flexible to enable all types of providers to play an effective role in delivering it?

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 'grids' to set out best practice in planning, observation and assessment and teaching and learning at each of the stage of a child's development in six Areas of Learning and Development:

Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development.

- Q6 Do you agree that this section is useful for those managing provision and/or working with children from birth to five years in different settings?
- Q7 Do you agree that the learning and development requirements are sufficiently flexible to enable the diverse range of providers in the sector to deliver them effectively?
- Q8 Do you agree that the learning and development requirements are expressed clearly enough to support quality improvement?
- Q9 Do you agree that this section will help practitioners with early identification of children's particular needs and ensure providers understand their obligations and legal duties to support the diverse needs of all children?
- Q10 Is it sufficiently clear how the needs of disabled children, children with SEN and/or the needs of children from a minority ethnic background, will be supported through the six areas of learning and development?
- Q11 Does this section make clear the provider's role in recording children's progress?
- Q12 Do you agree that this section explains clearly about children as individuals who develop and learn at different rates, and what practitioners must do to be most effective in promoting that development?

Q13 Does this section cover the right ground in the right way?

Q14a Is our approach to exempting individual children the right one?

Q14b What are the grounds on which children might be exempted?

Section 4: Meeting the welfare requirements

Detailed welfare and workforce requirements, also set out in grid form and showing what requirements must be met and giving additional good practice which providers should have regard to. 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 welfare; Suitable people; Suitable premises, environment and equipment; Organisation.

Q15 In setting the qualification requirements, do you agree that we have struck the right balance between setting the requirements at a good level, and setting the bar too high for providers to reach realistically?

Q16 How helpful are the adult:child ratio requirements in helping to achieve good outcomes for children without overly restricting providers?

Q17 Do the welfare requirements cover the necessary areas and strike the right balance between placing requirements on and giving guidance to providers?

Q18 Are the welfare grids easy to use, making it clear what the requirements are and what providers should have regard to?

Section 5: Regulation, inspection and quality improvement

Details of the registration, performance management and inspection arrangements which will underpin the framework.

Q19 Does this section explain clearly enough the requirements on providers to take forward quality improvement processes and systematic approaches to on-going improvement in the standard of practice within settings?

General

Q20 Do you agree that the language used is accessible to all practitioners?

Q21 Do you agree that the document overall provides sufficient information to support effective partnership working with parents?

Q22 Do you have any other comments on the EYFS that you would like to make?

Next steps

9. EYFS will begin to be delivered in settings from September 2008 onwards. Implementation will be phased and flexible, to minimise burdens on providers. We do not expect practitioners to implement EYFS without appropriate training and support, whether that is continuing professional development for those already delivering the existing frameworks, or initial training for new providers. It is our intention to develop and disseminate training, working with our key delivery partners, through 2007 and 2008.

10. We will be producing a non-statutory CD-ROM in support of this statutory framework which will bring the requirements to life, providing supporting information and guidance together with video exemplification of the most effective practice. It will be available from November.

11. In the light of the responses and further work with the sector, we will produce a final document by the end of the year that will give a good lead-in time for training both in Local Authorities and within settings before formal implementation in September 2008. We will consult formally in early 2008 before laying an order before Parliament giving the EYFS its statutory force.

Background

EYFS in the ten year childcare strategy

12. The Early Years Foundation Stage is part of a comprehensive package of measures flowing from the ten year childcare strategy, *Choice for parents, the best start for children*. Our action plan for the strategy, published in April 2006, sets out our plans in more detail. The Childcare Bill puts in place key elements of the strategy and enshrines the importance of care and learning in the early years in legislation for the first time. Key elements of the strategy are:
 - new duties on Local Authorities to work with the private and voluntary sectors to ensure sufficient high quality childcare in their areas;
 - the development of a Sure Start Children's Centre for every community providing parents and children with integrated, accessible support;
 - financial support for parents seeking early years provision, through extending and increasing the flexibility of the free entitlement to childcare for every three- and four-year-old, as well as through the Working Families Tax Credit;
 - increasing quality through setting clear expectations and providing practical guidance through EYFS, developing a coherent and simpler inspection and performance management framework and a package of workforce development, including the development of 'Early Years Professional' Status and considerable support through the transformation fund.

Legislative context

13. The Childcare Bill provides for EYFS to be launched in 2008 and for its requirements to be compulsory for all early years providers that have to register with Ofsted as well as for independent, maintained and non-maintained special schools with provision for children from the age of three to the end of the academic year in which they turn five. This will help to create a level playing field between maintained, voluntary and private sectors, ensuring a consistent, high quality experience for all children, regardless of which setting they attend.
14. Through the Childcare Bill, the Foundation Stage will be taken out of the National Curriculum and EYFS will be a separate, distinct phase of provision tailored specifically for the needs of very young children. However, EYFS will be of equal importance to the National Curriculum, and will be statutory for all providers required to register with Ofsted.
15. Within EYFS, the Childcare Bill allows for the specification of:
 - early learning goals (the knowledge, skills and understanding which young children of different abilities and maturities are expected to attain by the beginning of Key Stage 1);
 - education programmes (the matters, skills and processes which are taught to young children according to their individual abilities and maturities);
 - assessment arrangements (these will focus on practitioners assessing children's needs by observing their play, to be summarised, as now, in the end-of-stage Foundation Stage Profile), and
 - welfare requirements, to be set out in regulations.

Implementing EYFS

16. When considering the draft EYFS, local authorities, providers, practitioners and other stakeholders may particularly wish to note the following points.
- The developmental stages are not age-related and are not intended for use as a checklist. The broad stages demonstrate the knowledge, skills, understanding and attitudes that children need to develop during the EYFS to achieve the early learning goals. Children will progress through the ‘development matters’ stages at different rates and children do not conform to a sequence of learning. It is important that children continue to progress at a rate that is right for them and that they do this with enjoyment and challenge.
 - We have reflected the findings of the Rose review on the teaching of reading in the guidance section of ‘communication, language and literacy’, emphasising the development of speaking and listening skills and the role of practitioners in determining when children are ready to begin systematic phonics learning. We have revised the early learning goal ‘Hear and say initial and final sounds in words and short vowel sounds within words’, as this was potentially ambiguous. The new wording is now ‘Hear and say sounds in words in the order in which they occur’.
 - The ‘communication, language and literacy’ and ‘problem solving, reasoning and numeracy’ Areas of Learning and Development mirror the relevant sections of the literacy and mathematics frameworks for teaching, on which consultation is currently under way. Early learning goals within those two areas of learning match the end of Foundation Stage expectations for the renewed literacy and mathematics frameworks.
 - Both the way children will access EYFS and the types of providers who will deliver it are very diverse. Many children attend more than one setting in a day or week. Some attend part-time, others full-time. We have set out within the draft document how different providers can work together, sharing relevant information and planning together where possible, with each contributing to ensure that – over time – the child is offered opportunities to access the whole EYFS. There is a key role in delivering EYFS for all types of early years provider.
 - Key to successful implementation of EYFS will be the way in which providers meet the needs of individual children, with the aim of narrowing the achievement gap between children in disadvantaged areas and in other areas. We have therefore included learning and development requirements, particularly focusing on meeting the needs of a diverse range of children.
 - In developing the welfare requirements, our proposals seek to move as far as possible towards a position where the same requirements apply to all types of settings. Therefore there are no longer five sets of national standards and associated guidance, and instead there are streamlined requirements presented alongside supporting guidance which providers should have regard to. This approach is designed to make it easier for providers to see what they have to do and what is effective practice.
 - We are consulting on a ratios model that will begin to end the divergence at age three between provision in the maintained and non-maintained sectors by enabling providers who have a qualified teacher, an appropriate level 6, or an Early Years Professional, present together with a level 3, to apply the same ratio that applies in similar circumstances in maintained nursery classes. This approach would give an incentive to providers to employ level 6 staff, encourage wider deployment of highly qualified staff, allow flexibility for settings in terms of how they achieve quality and cost effectiveness, without requiring a change in maintained nursery schools and classes where a school teacher is already required to be assigned.

Section 1: Introduction

1.1 About the Early Years Foundation Stage

The Government's 10-year strategy for childcare, *Choice for parents, the best start for children*, promised to establish a single coherent development and learning framework for all young children from birth to the age of five. The [Childcare Act 2006] converted that commitment into law, and orders and regulations made under section 39 of the [Childcare Act] will bring it into force from September 2008.

The Early Years Foundation Stage (EYFS) is that framework. It has been designed to deliver improved outcomes for all children, across every area of Learning and Development, and to help close the achievement gap between disadvantaged children and others. EYFS provides a flexible framework, fostering all children's development from birth, and ensuring that practitioners use observational assessment systematically to plan for individual children's progression at a pace that is right for them.

This document sets out a clear and universal set of requirements for all early years providers who must register with Ofsted, and for independent, maintained, non-maintained and special schools with provision for children from birth to the end of the August after their fifth birthday. It also contains guidance and good practice, seeking out how providers might implement the requirements. All early years providers will have a key role to play in delivering the framework, supporting individual children's development and enabling most children to achieve the Early Learning Goals at the end of the Early Years Foundation Stage.

EYFS has an important role to play in helping children achieve all five of the *Every Child Matters* outcomes. If the requirements set out in this framework are followed, settings will make a substantial contribution to enabling the youngest children to stay safe, be healthy, enjoy, achieve, and make a positive contribution and achieve economic well-being in the future.

The framework draws from and builds on the success of *Birth to Three Matters*, the *Curriculum Guidance for the Foundation Stage* and the *National Standards for Under 8's Day Care and Childminding*, to specify in one framework both the requirements for learning and development and those for children's welfare from birth to five.

This document is intended principally for those engaged in managing and delivering early years provision directly. It will also be helpful to those engaged in planning for, inspecting and monitoring the effectiveness of early years provision. There will be a separate pack for parents, available through settings.

1.2 Principles underpinning EYFS

EYFS is a natural progression from *Birth to Three Matters*, the *Curriculum Guidance for the Foundation Stage* and the *National Standards for Under 8s Day Care and Childminding*. The bulk of the content will be familiar to practitioners previously using these frameworks. Many of the principles which underpin the requirements and guidance remain the same, including:

- the central importance of parents and families for each child's well-being 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;

- 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;
- the recognition that learning through play and the development of imagination and creativity is a shared endeavour, some of it led by the child and some by an effective practitioner;
- 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) as the starting point of a child's development and learning;
- the central importance of competent, committed practitioners to children's outcomes.

In other areas, the requirements and guidance have been strengthened to reflect feedback on what makes a real difference in improving the quality of care and education we provide for our youngest children. New sections are based on the **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;
- of the importance of joined-up planning and delivery to provide continuity for children who attend more than one setting – those, for example, who are cared for by a childminder but also attend a play group or nursery class;
- of 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
- of the need to support effective practice for all children, including those following atypical development patterns.

The most obvious difference overall is that, for the first time, there will be a single, clear framework that applies across the sector. Parents will be able to feel confident in the quality of all settings, and make real choices about what setting will work best for their individual child and family circumstances, secure in the knowledge that whether in a nursery or reception class, a play group or with a childminder (or in a combination of these), their children will be cared for and supported by appropriately qualified practitioners in a safe and stimulating environment. It will also support progression and continuity for children as they grow, develop and learn, and move between different settings.

1.3 Using EYFS

The framework itself contains two main elements: the statutory EYFS document and a CD-ROM [to be developed].

The statutory EYFS document

The statutory EYFS document covers what providers must do in order to deliver early years provision, and practical guidance about how they should fulfil their obligations. Covering both learning and development and welfare requirements, it describes how practitioners are expected to plan for effective care and education of children in the diverse early years sector.

The learning and development requirements are set out in Section 3.1 and the welfare requirements in Section 4. Elsewhere, where these requirements are referred to, they will be indicated by the use of ‘providers must’ or as a requirement. If something is expressed as ‘providers should’ then there is a strong presumption that providers should act in that way, though it is open to them to take different action which will achieve the same result. In other cases, it will be clear that the document is describing good practice, but not a statutory requirement.

The EYFS document is arranged in five sections, including this introduction.

Section 2: EYFS Overview

This section sets out the headline requirements of EYFS, drawing from the material in Section 3.1 and 4, and showing how the welfare and learning and development requirements support one another. It includes guidance on flexible delivery of EYFS, setting out the importance of partnership working, and of building on the wide and diverse range of providers in the sector.

Section 3: Progression through the Areas of Learning and Development

This section covers both the learning and development requirements which must be followed by all settings (Section 3.1), and also more-detailed guidance (Section 3.2–3.8) about how they should be delivered, culminating in the early learning goals which most children are able to reach by the end of EYFS. The guidance sets out practical ways for practitioners to enable all children to participate, enjoy and achieve in a rich, play-based curriculum, indoors and outdoors, with a planned balance of adult-led and child-initiated activity.

The section is arranged around four areas:

Development matters, which identifies the relevant skills, understanding, attitudes, characteristics and knowledge which children will have and develop during EYFS in order to reach the early learning goals at the end of the stage.

Look, listen and note, which alerts practitioners to important things to look for in observational assessment, and in using that systematic observation to plan for individual children’s next steps.

Effective practice, which identifies the steps that practitioners should be taking in each Area of Learning and Development to consolidate and develop children’s development and learning.

Planning and resourcing, which highlights good practice to support practitioners’ planning, and organisation of the learning environment.

Using these headings, learning and development materials describe children’s progression from birth to the age of five across each of six Areas of Learning and Development. These materials are not intended to be prescriptive or exhaustive – different children will do different things – nor should they be used as checklists. All six Areas are an interdependent part of each child’s development as a healthy child, a strong child, a skilful communicator and a competent learner, and should be used together to provide appropriate provision for each child. They are:

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Problem Solving, Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical Development, and
- Creative Development.

This section also outlines the legal framework through which individual children may, in exceptional circumstances, be exempted from EYFS.

Section 4: Meeting the welfare requirements

The welfare requirement grids set out in Section 4 cover the requirements that providers must meet in order to ensure that the setting is organised to meet the needs of children. The areas covered by the welfare requirements are:

- Safeguarding and promoting children's welfare;
- Suitable people;
- Suitable premises, environment and equipment;
- Organisation.

For each of these areas, the EYFS welfare grids set out the requirements that providers must meet, and additional good practice which providers should have regard to.

Section 5: Registration, inspection and quality improvement

This section does not contain any statutory requirements. It sets out the role of Ofsted as the regulator and inspector, and what this means for providers of early years provision. It also gives guidance on how providers can use self-reflection and ongoing improvement mechanisms to extend the quality of their provision and the experience they provide for children.

The CD-ROM

In addition to the statutory EYFS document, further support and guidance for practitioners will be set out on an accompanying CD-ROM. This will include examples of how a range of settings have implemented the EYFS guidance and sets out common features of good practice which result from the requirements, and which all practitioners should consider when evaluating their own practice and that of their setting.

The CD-ROM will provide supporting resources, provided in the form of video material of effective practice, useful documents and resources, relevant research reports and websites. The CD-ROM will include the following:

- **Planning for individual children** – comprehensive links between the different developmental stages from birth to the age of five. These will be accessible either by following an interest in a particular stage or in an area of learning and development.
- **Information on key themes, such as:**
 - observation and assessment;
 - inclusive practice;
 - parents as partners;
 - outdoor learning;
 - effective transitions;
 - creativity/critical thinking;
 - key workers and secure attachment;
 - child development;
 - multi-agency working.

Section 2: EYFS overview

2.1 EYFS and Every Child Matters

EYFS takes as its starting point the five outcomes set out in *Every Child Matters* and the Children Act 2004: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

The welfare requirements in EYFS are key to keeping children healthy and safe within settings, as well as helping to create an environment where they are best able to enjoy and achieve. The learning and development requirements are key to teaching children how to be healthy and safe more widely, as well as enabling them to learn, and achieve and laying the foundations for them to make a positive contribution and achieve economic well-being. The personalised approach to learning and development set out in this document, delivered within a secure and healthy environment, will maximise individual children's progression through well-planned play based on the interests, and developmental needs of each child.

2.2 Responsibilities

It is the responsibility of the provider to ensure that the setting adheres to the EYFS requirements, in order to create a space where children are able to reach their potential and achieve the best outcomes they can. Some of the requirements set out specifically what providers must do to comply with EYFS; others set out what practitioners must do. However, in law, responsibility and accountability for ensuring that all requirements are met rests with the early years provider not with individual practitioners. The 'provider' should be taken to mean the registered person, in the case of settings which are required to be registered; the governing body, in the case of provision in maintained schools that are not required to be registered; and the proprietor, in the case of provision in independent schools that are not required to be registered.

It is for providers to be sure they have systems and management arrangements in place to ensure that their practitioners comply with the requirements of EYFS.

Providers must also, of course, comply with the full range of legislation in force, and will want to be familiar, in particular, with the requirements of the Sex Discrimination Act 1975, Disability Discrimination Acts 1995 and 2005, the Special Educational Needs Code Of Practice, the Race Relations (Amendment) Act 2000, and relevant building, health and safety and employment legislation.

2.3 Progression through the Areas of Learning and Development (Section 3)

The EYFS welfare requirements help providers to create a setting which is positive and welcoming, providing confidence to parents. The learning and development requirements (Section 3.1) and associated guidance set out for practitioners the approaches within settings which will best enable children to learn and develop.

It is a key principle of EYFS that care and learning work together to deliver the best outcomes for children. Children learn best when their environment is safe, comfortable, inclusive, and they have positive interaction with good numbers of well-qualified adults. Aspects of provision which are generally associated with care can also offer opportunities for learning, for example mealtimes, quiet periods, cuddles and ensuring that children understand the dangers in their immediate environment.

The early learning goals establish expectations for most children to reach by the end of EYFS. They are organised into six Areas of Learning and Development and provide for planning throughout the EYFS, as well as laying a secure foundation for future learning. By the time they reach the end of the EYFS, the majority of children will, have achieved the early learning goals in all six Areas.

EYFS requires those who plan and deliver early years provision to put children first; to listen to them and their parents; to observe what they can do; and to make them the most important influence on planning, observational assessment, routines and staffing.

It is important that practitioners ensure that they observe closely what children can do, and use those observations as the basis of assessments and planning of the next stages of children's development (there must be no tests for children at any stage of EYFS).

The Early Years Foundation Stage Profile uses observational assessment to identify and record children's progress towards the early learning goals at the end of EYFS. It provides a key basis for taking forward children's development into Key Stage 1. Effective early years provision is a key contributor to enjoyment and achievement in Key Stage 1, leading to lasting cognitive and social gains.

Play underpins delivery of all of EYFS and must be planned for children in both indoor and outdoor space. Practitioners should enable all children to participate, enjoy and achieve in a rich, play-based curriculum which fosters their physical, social, emotional, and intellectual development.

Schedules and routines must be responsive to the children's needs, to allow all children to have time to become engrossed and think deeply about what they are doing. Although children need a predictable environment, this does not equate to rigid routines.

It is essential that providers and practitioners actively promote equality of opportunity and anti-discriminatory practice. This includes ensuring that all children and families feel included, safe and valued; that all children and adults are treated as individuals and not discriminated against; and that all children are listened to and respected. The provider must consult with parents about the need for any special services and equipment for the children in their care. Practitioners must plan for the needs of any black and minority ethnic children, including those learning English as an additional language, and for the needs of any disabled children and any children with special educational needs.

Providers must actively avoid gender stereotyping and challenge the expression of prejudice or discrimination, by children or adults.

2.4 Safeguarding and promoting children's welfare (Section 4.1)

Safeguarding the welfare of the children in their care is the first responsibility of every provider. They must take the necessary steps to safeguard and promote that welfare, ensuring that their practitioners all have an up-to-date understanding of child protection issues and know how to act on that knowledge appropriately.

Providers must also promote the good health of the children in their care, taking appropriate action when they are ill and any necessary steps to prevent infection. A healthy, balanced diet must be provided, taking account of any special dietary needs, feeding regimes and food allergies. Fresh drinking water should be available at all times. There must be no smoking in the presence of children.

Children's behaviour must be managed positively and in a manner appropriate to their stage of development. There must be no physical punishment and no threat of physical punishment. Children must be given opportunities to be responsible, make decisions, errors and choices.

2.5 Suitable people (Section 4.2)

The people who are in direct contact with children in settings, their suitability, skills and experience, will be key to both the welfare of children and their learning and development.

Any adults looking after children or having unsupervised access to them must meet the suitability requirements in Section 4, and providers must ensure that the required adult to child ratios are met at all times.

Providers must ensure that practitioners have the required qualifications and knowledge, skills and understanding of child development, to enable them to care for and teach children effectively. Each child in a group setting should have a key practitioner who is special to them and their family, and who understands the individual and diverse ways in which children learn and develop. The key practitioner should implement a personalised approach, observing and monitoring progress and (in consultation with other agencies, as appropriate) assessing that child's needs in order to provide a particular focus on interventions to address particular developmental requirements.

Effective practitioners use their own learning to improve their work with young children and their families, in ways which are sensitive, positive and non-judgemental.

They are expected to develop, demonstrate and continuously improve their:

- relationships with both children and adults;
- understanding of the individual and the diverse ways in which children learn and develop;
- knowledge and understanding in order to actively support and extend children's learning in and across all areas and aspects of learning;
- practice in meeting all children's needs, learning styles and interests;
- work with parents, carers and the wider community;
- work with other professionals within and beyond the setting.

2.6 Suitable premises, environment and equipment (Section 4.3)

An appropriate environment is key both to safety and to effective learning and development. The environment, indoors and out, along with furniture, equipment and toys must be safe, secure, appropriate for the children involved and well-planned and organised to support children's development and learning. Premises and equipment must, so far as is reasonable, be suitable for children with disabilities and reflect the ethnic, cultural and social diversity in society.

2.7 Organisation (Section 4.4)

The way that settings are organised needs to support and promote all the EYFS requirements. Providers need to ensure that there is effective leadership in settings which promotes quality in teaching and learning. This includes ensuring that the effective records, policies and procedures required for the safe and efficient management of the settings are in place.

All settings required to register with Ofsted, including day nurseries, pre-schools, playgroups, childminders and provision for under 3s in schools, will need to have done so prior to delivering early years provision. The registration requirements remain in force throughout the time that the provider delivers early years provision, and settings must continue to comply with them. These requirements, along with those on inspection, are set out in more detail in Section 5.

2.8 Partnership working

Practitioners must work closely with parents, both to identify any issues which might impact on a child's well-being in the setting, and also to best support children's learning and development. They should make sure that parents and carers help to identify their children's strengths and areas for development, and that they are involved in the experiences provided in settings, valued as co-educators and supported in understanding their children's education and care.

Providers must also be proactive in working with other early years providers and professionals more widely, to provide the best development and learning opportunities for individual children. Other key professionals might include speech and language therapists, occupational therapists and physiotherapists, nurses, health visitors, midwives, portage workers, dietitians, and specialist teachers working with children with visual or hearing impairments.

Some minority ethnic groups are less likely than others to use early years services. Working with other agencies, as appropriate, it is important that steps are taken to encourage families in these groups to use services, because their children will enter school at a disadvantage if they have had no early years group experience. Having a staff group that reflects the diversity of the local area can be an important step in removing barriers to service use.

2.9 Managing flexible provision

Both the way in which children will access EYFS, and the types of providers delivering it, are very diverse. Managing that diversity so that it draws on the strengths of particular types of provider and gives the child a coherent experience with the minimum of unhelpful disruption is one of the keys to successful delivery of EYFS.

Many children attend more than one setting. Some are part-time, while others may be full-time and use extended services such as breakfast and after school clubs as well. Patterns of attendance should therefore influence planning. The needs of the child come first and providers must ensure that each child has a 'key person' within the setting. Changes of key person must be kept to a minimum, in order to avoid excessive disruption to the child. For children who attend more than one setting, practitioners must ensure effective continuity and progression by sharing relevant information and, where possible, planning together.

In some settings, children will be there all day, possibly from early in the morning until late in the evening. Whether this long day is spent in a childminder's home or another setting, these children need time to relax as well as to be involved in stimulating activities. The rest and relaxation times provided are just as important to successful child outcomes as other EYFS activities.

Some children may start school when they are only just four, and may find the long school day very tiring. They should be able to rest and be quiet if they need to. Practitioners should model being quiet and value children's quiet times as well as their speech.

Providers should be aware of the differing needs of individual children within the setting. For instance, some children with disabilities may find it very tiring concentrating for long periods and need frequent pauses and rests, while others may not. In order to maximise outcomes for all children, providers should provide an approach tailored to each child's needs.

Because of this diversity, it is not necessarily expected that each setting a child attends will cover the whole of EYFS. However, providers must collaborate to ensure that, between them, they provide children with a broad range of experiences which, taken together, deliver the whole of EYFS. The work of each setting should be complementary to the child's other experiences, drawing on the strengths of each type of provision, the rhythm of the day, and any other relevant factors, to maximise the impact on their development.

For example, some children may start the day with a childminder and go back to the childminder's house after playgroup, nursery or school. Childminders, nurseries and parents should work together to plan children's experiences across the whole day, continuing 'themes', where appropriate, in

which children have become interested and involved. The hours spent at the childminder's house will complement the children's experiences at the other setting but may, for instance, involve breakfast, stories and cuddles, lying on the sofa, having snacks, feeding the rabbit and many other worthwhile activities. These activities and approaches can all contribute significantly to children's learning and development, and are an important part of the EYFS approach.

(More details on the role of childminders in developing EYFS will be found in the booklet *Thinking about childminding* [a draft version to be provided in summer 2006] and on the CD-ROM.)

Section 3: Progression through the Areas of Learning and Development

This section sets out the learning and development requirements which EYFS places on settings, and the practical ways in which practitioners can meet those requirements and enable all children to participate, enjoy and achieve in rich-play based activities which foster their physical, social, emotional and intellectual development.

3.1 Learning and development requirements

The requirements – which underpin the Areas of Learning and Development and which all settings must follow – are as follows:

- Practitioners must ensure that the individual needs of all children are met, including additional or different provision required to meet particular individual needs.
- Parents and families are central to the well-being of the child. Practitioners must therefore build positive relationships with parents in order to work effectively with them and their children. Young children are vulnerable, they learn to be independent by having someone they can depend upon. Providers must ensure that each child has a key person within the setting.
- No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. Providers must actively plan to meet their needs, and to promote equality of opportunity and anti-discriminatory practice.
- Schedules, routines and activities must flow with the child's needs, with practitioners planning for individual children using sensitive observational assessment. There must be no tests for children at any stage within EYFS.
- Children learn by doing, rather than by being told. Learning is a shared process and children learn best when, with the support of a knowledgeable and trusted adult, they are actively involved and interested. Practitioners must therefore ensure a balance of adult-led and freely chosen or child-initiated activities, to be delivered through indoor and outdoor play. In order to deliver the maximum impact on children's development, high-quality care, development and learning must work together.
- Providers must be proactive in developing 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. This is particularly important for children who attend more than one setting.
- Practitioners must plan activities, on the basis of children's developmental progress and interests so that they work towards the Early Learning Goals (identified in each Area of Learning and Development in section 3.9). In the final year of EYFS, practitioners must record progress towards the goals and complete the Early Years Foundation Stage Profile (see page 20).
- Practitioners must report children's achievements at the end of the stage to their parents or carers.

In addition, each of the Areas of Learning and Development has specific requirements which practitioners must implement in order to help children progress towards the early learning goals. The Areas of Learning and Development and their requirements are:

Personal, Social and Emotional Development

Practitioners must provide experiences and support to enable children to develop a positive sense of themselves and of others. They must support children's emotional well-being, helping them to know themselves and what they can do. They must also help children to develop respect for others, social skills and a positive disposition to learn.

Communication, Language and Literacy

Practitioners must support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write. They must also work to give them the confidence, opportunity, encouragement, support and disposition to use their skills in a range of situations and for a range of purposes.

Problem Solving, Reasoning and Numeracy

Practitioners must support children in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Practitioners must offer opportunities for these skills to be practised, in order to give children confidence and competence in their use.

Knowledge and Understanding of the World

Practitioners must support children's development of the crucial knowledge, skills and understanding that help them to make sense of the world. Practitioners must support children's learning through offering opportunities for them to: learn to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

Physical Development

Practitioners must encourage the physical development of babies and young children through offering opportunities for them to learn through being active and interactive, improving their skills of coordination, control, manipulation and movement. Practitioners must support children in using all of their senses to learn about the world around them and to make connections between new information and what they already know. Practitioners must support children in developing an understanding of the importance of making healthy choices in relation to food.

Creative Development

Practitioners should extend children's creativity by supporting their curiosity, exploration and play. Practitioners must provide children with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

3.2 Children's developmental stages

	birth–11 months
	8–20 months
	16–26 months
	22–36 months
	30–50 months
	40–60+ months

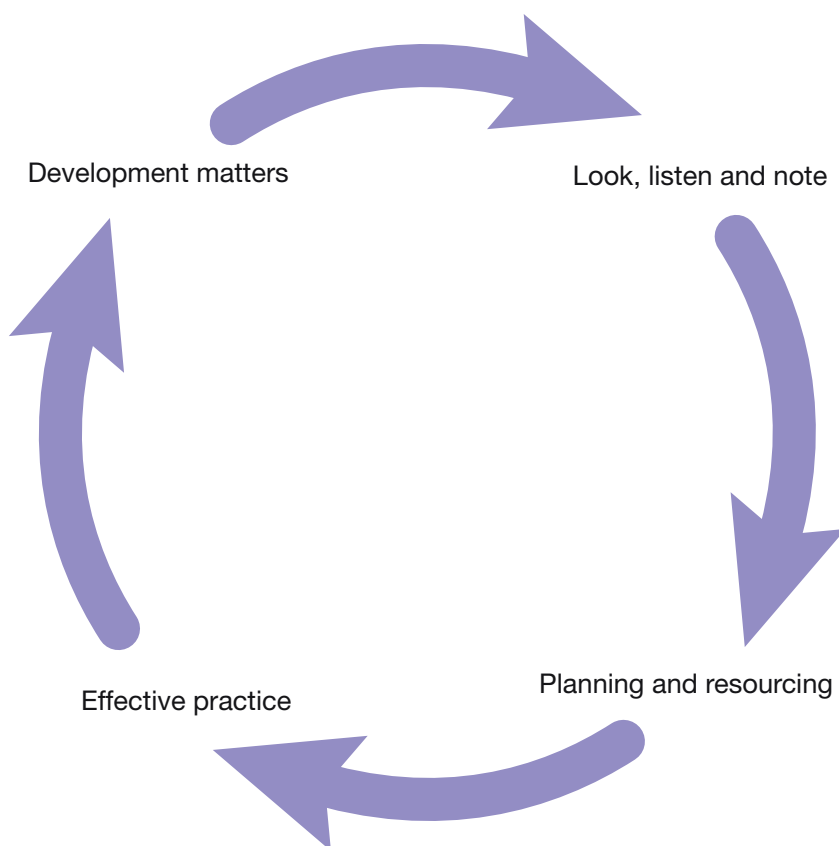
The broad stages of development overlap because children develop at different speeds in different areas and some children need more support, or more challenge, than others.

Children are competent learners from birth and develop and learn in all sorts of ways. Even young babies will usually have had a wide range of different experiences and therefore have their own skills and interests when they join a setting. Some babies love to look at trees moving in the wind as they lie in the pram; others dislike lying down and like to watch the world from a bouncy chair. Some babies like to spend time lying awake on their stomachs; and research shows that this has a positive impact on later development, including coordinated eye tracking when crawling and reading.

All practitioners should, therefore, look carefully at the young children in their care, think about what their needs are, their interests, their stage of development and use all of this information to help plan a challenging and enjoyable curriculum across all six Areas of Learning and Development.

None of the six Areas can be delivered in isolation from the others. They are equally important and depend on each other. One activity or experience can help to develop skills and understanding across several Areas of Learning and Development. For example, children building with blocks may cooperate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene. Therefore, they may be developing language, numeracy, physical, personal and social competencies through this one activity. All six Areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The on-going cycle of thinking about development and assessing children's progress (Development matters), observation and assessment (Look, listen and note), planning and resourcing and learning and teaching (Effective practice) enables practitioners to provide opportunities for all children to play, learn and succeed in an atmosphere of care and of feeling valued.



Learning and development guidance

The following sections provide detailed guidance on what practitioners should do to be most effective at each stage in the process described above, and the Areas of Learning and Development set out over the following pages provide practical examples of the process in action from birth to the age of five. Each Area of Learning and Development offers some examples of the types of things which children do, and which practitioners could look out for to help their planning. These sections are not intended to be prescriptive or exhaustive – different children will do different things – and they should not be used as checklists.

3.3 Development matters

EYFS supports practitioners in tracking children's progress across six Areas of Learning and Development, in ways which are appropriate for them as individuals at different points of development.

From birth to the early learning goals

The 'Development matters' section within each of the Areas of Learning and Development identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the stage. It is important to note that children will not necessarily progress sequentially through the stages, which do not represent age-related goals. Although they are presented in a hierarchical order where possible, not all children conform neatly to this sequence of development and learning. Some will have attained confidence in some of the later elements but not in some of the earlier ones. Some elements will appear to have been achieved very quickly, others will take much longer. As children move from one element to another, they take with them what they have already achieved and continue to practise, refine and use their previous development and learning, which becomes consolidated.

The early learning goals establish expectations for most children to reach by the end of EYFS. They are organised into six Areas of Learning and Development and provide the basis for planning activity throughout EYFS, so laying a secure foundation for future learning.

By the time they reach the end of EYFS, the majority of children will have achieved the early learning goals in all six areas, and some children will have exceeded the goals. Other children will be working towards some or all of the goals, particularly younger children, those children who have not had high-quality early years experience, those with special educational needs, and those learning English as an additional language. Almost every child has the potential to achieve the goals, although each child's journey towards them will be different.

Play

Play underpins all development and learning for young children.

Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally. Babies and older children play differently. It is through adults valuing their solitary or parallel play and joining in with it that babies begin to learn about playing with others.

Well-planned play, both indoors and outdoors, is a key way in which practitioners support young children to learn with enjoyment and challenge. In playing, they behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.

The role of the practitioner is crucial in:

- planning and resourcing a challenging environment;
- supporting children's learning through planned play activity;

- supporting and extending children's spontaneous play;
- extending and developing children's language and communication in their play.

Through play, in a secure environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

Meeting the diverse needs of children

Practitioners must provide relevant, developmentally appropriate learning opportunities and set realistic and challenging expectations that meet the diverse needs of babies and young children, so that most achieve the early learning goals and some, where appropriate, go beyond them by the end of the Early Years Foundation Stage.

Practitioners must promote positive attitudes to diversity and difference within all children, helping all children to learn to value different aspects of people's lives. All practitioners must promote equality of opportunity and a positive attitude to diversity, whether or not there is a diverse population locally, and even if the school or setting caters for a particular religious community. Independent faith schools and settings must consider how to encourage children to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony with other cultures and traditions, in accordance with the Education Regulations for Independent Schools¹.

- Practitioners should be aware that all children have different experiences, interests, skills and knowledge which affect their ability to develop and learn.
- Providers have obligations under other legislation, including the amended Race Relations Act and the Disability Discrimination Act, and should ensure that practitioners are aware of the implications of these obligations.
- Practitioners should plan to meet the needs of both boys and girls, children with special educational needs, children who are more able, children with disabilities, children with complex health needs, children from all social, family, cultural and religious backgrounds, looked after children, children of all ethnic groups including Travellers, refugees and asylum seekers, and children from diverse linguistic backgrounds.

In order to meet children's diverse needs, and help all children make the best possible progress, practitioners should:

- plan opportunities that build on and extend children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn;
- use a wide range of teaching strategies, based on children's learning needs;
- provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively;
- provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes and expressions of discrimination or prejudice are challenged.

¹ The Education (Independent School Standards) (England) Regulations 2003 as amended 17 Jan 2005, paragraph 2 (e).

Children from minority ethnic groups

There are significant numbers of children from minority ethnic groups in settings across England. They have diverse needs, and may experience discrimination and barriers to learning. Settings should target support to minority ethnic children, particularly those who are underachieving; children for whom English is a new or additional language; or who are experiencing mobility or learning difficulties and disabilities.

- Practitioners must plan for each child's individual care and learning requirements, including the additional or different provision required to meet particular individual needs.
- The focus should be on removing barriers for children where these already exist and on preventing learning difficulties from developing.
- Early years practitioners have a key role to play in working with parents to identify learning needs and respond quickly to any area of particular difficulty, and to develop an effective strategy to meet these needs, making good use of individual education plans, so that later difficulties can be avoided.

Wherever appropriate, practitioners should work together with professionals from other agencies, such as local and community health services, to provide the best learning opportunities for individual children.

Children learning English as an additional language

Many children in early years settings will have a home language other than English. Practitioners should value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. These children will be at many stages of learning English as an additional language.

- Some children are bilingual from birth, because their families have talked to them in more than one language.
- Some children will be acquiring English as an additional language. As with their first language, this needs to be learnt in context, through practical, meaningful experiences and interaction with others. These children may spend a long time listening before they speak English, and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged.

Learning opportunities should be planned to help children to develop their English, and support should be provided to help them to take part in other activities by, for example:

- building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ensuring that all children have opportunities to recognise and show respect for each child's home language;
- providing bilingual support, in particular to extend vocabulary and support children's developing understanding;
- providing a variety of writing in the children's home languages as well as in English, including books, notices and labels;
- providing opportunities for children to hear their home languages as well as English, for example through use of audio and video materials.

Children with special educational needs and/or disabilities

Practitioners have obligations under other legislation including Part 4 of the Education Act 1996 and the Disability Discrimination Act 1995. They also have obligations including a requirement to have regard to the SEN Code of Practice. Proprietors of Independent Schools have obligations under Part 8 of the Education Act 2003, amended 2005, and Statutory Instruction 1910, as it applies to pupils with special educational needs.

Providers and practitioners should take specific action to help children with special educational needs and/or disabilities to make the best possible progress by:

- providing additional or different strategies and approaches for those children who need help;
- planning, where necessary, to develop understanding through:
 - using materials and resources that children can access through sight, touch, sound and smell;
 - using alternative and augmentative communication, including signs and symbols;
 - using visual and written materials in different formats, including large print and symbol text, using information and communication technology (ICT), other technological aids and taped materials;
 - increasing children’s knowledge of the wider world by using word descriptions and other stimuli, including trips beyond the setting, to extend their experiences and imagination.
- planning for full participation in learning and in all physical and practical activity through, for example:
 - providing additional support from adults, when needed;
 - adapting activities or environments, providing alternative activities, and using specialist aids and equipment, where appropriate.
- helping children who have particular difficulties with behaviour to take part in learning effectively through, for example:
 - setting reasonable expectations that have been discussed with the child and with parents and carers, establishing clear boundaries and appreciating and praising children’s efforts;
 - encouraging and promoting positive behaviour, giving children every chance and encouragement to develop the skills they need to work well with another child or children;
 - helping children to manage their behaviour and to value and respect their own contribution and that of others.

3.4 Look, listen and note: examples to aid assessment

Practitioners’ observations of children’s play help them to assess the progress which children are making and take as a starting point a ‘strong child’, ‘healthy child’, ‘skilful communicator’ and ‘competent learner’. Observations are analysed to decide where children are in their learning and development and to plan what comes next. This is an essential part of daily practice in any setting, regardless of the age of the baby or child.

In an early years context, assessment for learning means:

- assessment based on observations of the children and their responses in a variety of situations;
- sharing observations with the child. Photographs of the children in action, or looking together at some of their work, can help discussion here;
- talking with children and their parents about what the children enjoy doing and what they find difficult;

- planning, which includes the children's own views and responses and those of their parents.

The involvement of parents and carers in this process is central and needs to be seen as a two-way process where parents and practitioners both contribute. Parents and carers know their children best and have views about what is right for them, which must be respected. Their own observations of what their child is doing at home are an important part of the complete picture of the child's development and achievements, which practitioners need to build upon.

Why is looking, listening and noting so important?

It helps practitioners to:

- get to know a child better;
- develop a positive relationship with a child;
- talk with the parents about their child;
- plan appropriate play and learning experiences;
- pick up any concerns about a child's development;
- review what they do and whether it is right for a child;
- further develop their understanding of a child's development;
- develop a systematic and routine approach to using observational assessment to plan the next steps in a child's developmental progress.

Documenting children's progress and the EYFS profile

All children from birth should have a development and learning record to which parents and practitioners contribute, and which will go with them from setting to setting.

Information about what children have done and said can be gathered through observations of children that are sometimes recorded by the practitioner, for example in writing, photographs on video or audio tape. Talking to children, assessing outcomes such as responses, movement, models, paintings, designs, drawings, mark making or writing, and observing them individually and in groups in different activities give an insight into what children know, understand and can do, and where they need support. Logging children's use of, and response to, a particular activity or a play scenario helps practitioners to monitor how children use their time, their particular interests and any gaps in their experiences, so that practitioners can assess their progress and plan a balanced curriculum that takes note of children's strengths, interests and needs.

At the end of EYFS, practitioners should consider the information gathered about children's learning and development over time and summarise their knowledge in the EYFS Profile. The profile forms the basis of reports to parents on children's general progress and achievements at the end of the stage, as well as providing information to be passed on to the child's next teacher. The EYFS Profile handbook, as well as further training material, will be included on the CD-ROM.

This statutory assessment involves a report to parents on their children's general progress and achievements in all six Areas of Learning and Development of the EYFS.

The Common Assessment Framework (CAF)

Some children may have additional needs and, therefore, might benefit from an additional assessment so that practitioners can support their development and learning better. The Common Assessment Framework helps professionals from all agencies to work together on this.

The CAF is for children and young people who have 'low level' additional needs. The CAF enables settings to identify any factors outside the setting that may be affecting a child's learning and development, and which would benefit from discussions with professionals from other services.

Where a CAF indicates that the child might require further (specialist) assessment, for example under statutory SEN procedures, the core data from the common assessment can be used to feed into that process.

The CAF has been designed so that, with the appropriate training, practitioners of all professional backgrounds will be able to complete it, although it is not statutory.

3.5 Planning and resourcing

Good planning is the key to making children's learning effective, exciting, varied and progressive. It enables practitioners to build up knowledge about how individual children learn and make progress. It also provides opportunities for practitioners to think and talk about how to sustain a successful learning environment. This process works best when all practitioners working in the setting are involved. Practitioners who work alone would benefit from opportunities to discuss their plans with others working in similar settings.

In order to make sure that planning is effective and works for the benefit of children, practitioners must develop both long-term and short-term plans. These plans must, however, be flexible and practitioners must be able to adapt them in response to children's actions and to events.

A **long-term plan** provides an overview of what practitioners intend children to learn. It should be a guide, not something to be stuck to rigidly. It may use the Areas of Learning and Development, the five outcomes, or other aspects of development and learning as headings, but it is very important to think of these as related and contributing to a picture of the whole child. Children do not compartmentalise their learning.

Short-term plans are informed by ongoing observations and informal assessments, and by discussion with colleagues, parents and – as appropriate – external agency colleagues and providers at other settings attended by the child. They can be for individuals and groups and may be for a week or the next day. They should be based on previous observation and assessment and should indicate possible next steps for individuals and/or groups.

Issues to bear in mind when planning

- Babies and young children live in the moment – they are interested in and curious about the world around them, but their interests do not always match those of adults.
- Children's interests can only be discovered by observing them in open-ended activities.
- Even very young children can concentrate and become absorbed in activities that catch their interest and are rewarding in themselves.
- As well as leading activities, adults support and extend all children's development and learning by being active listeners and joining in and intervening when appropriate.
- Adults also support and extend children's development and learning by watching closely and 'tuning in' to individual children. Planning should include observation time for practitioners.
- Planning should include all children, including those with additional needs.
- No adult plan written weeks before can include a group's interest in a spider's web on a frosty morning or a particular child's interest in transporting small objects in a favourite blue bucket, yet it is these interests which may lead to some powerful learning. Plans should therefore be flexible enough to adapt to circumstances.

3.6 Effective practice

Knowledge of Development matters, Looking, listening and noting, and Planning and resourcing all combine to give practitioners a view of where the children are in their learning, where they need to go, and the most effective practice to support them in getting there.

Effective practice is based on the principles for personalised care and learning on page 3. Examples are given in each Area of Learning and Development.

Effective practice involves learning and teaching, which are both complex processes.

Young children do not come into a setting in a neat package of social, emotional, physical and intellectual development. During EYFS, physical and social development will vary enormously from child to child. The strategies used in learning and teaching should vary and should be adapted to suit the interests and needs of the child.

Effective **learning** for young children involves the following:

- **Children feeling safe and secure, which helps them to become confident learners.** Children, their parents and practitioners need to develop positive relationships based on trust. Children flourish with attentive adult interaction and often want immediate responses. They grow in confidence when they receive relevant attention during activities. The parallel growth of confidence and trust enables children to take risks in their learning, to try to solve problems, and to view practitioners as helpful teachers.
- **Children initiating activities which promote learning and enable them to learn from each other.** If there is a stimulating environment, young children's learning will be enhanced. Children should be able to access available resources to explore at their own pace. Well-organised resources that are easily accessible encourage children to make choices and explore. This also allows practitioners to work alongside children, to value what they are doing and to interact appropriately to support development and learning, rather than simply managing resources. One child's interest can encourage other children to become involved in activities. For example, a child with speech difficulties loves music and knows all the actions to a song tape. Other children then join in by watching him and following his movements.
- **Children learning through movement and all their senses.** Young children are active learners who use all their available senses to build concepts and ideas from their experiences. For example, children listening to music may clap their hands, bounce up and down or sway to its rhythm; children looking at 'larger' and 'smaller' clothes may try them on; exploring items in the mouth, 'mouthing', is the beginning of understanding the physical world; sensory impaired children rely heavily on tactile and visual stimuli to make sense of their environment.
- **Children having time to explore ideas and interests in depth.** The process of learning, as well as the content or outcomes, is important for young children. They need time to explore if they are to be satisfied with a piece of learning. Sometimes this may mean that the practitioner needs to be flexible in what they had planned for the session. Often it may mean finding ways for children to return to activities at a later time.
- **Children learning in different ways and at different rates.** Practitioners need to understand that children learn the same thing in different ways, and that progression in their learning happens at different times and at different rates. At an early developmental stage, children may show their involvement through facial expression and body language, for example wonder at a snowstorm, or through stance, for example crouching to peer at an insect. They may spend considerable time examining objects or books on display, or be engaged in repeating experiences or in play. Some will learn more readily outdoors or through music and dance.
- **Children making links in their learning.** Certain ideas captivate many children and steer their learning. Observations of children show that what appears to be random play can often be linked to the development of concepts such as position, connection or order, for example, a baby playing with his feet or a child constantly assembling wooden blocks. Making links in learning is the basis of creativity and becoming an effective learner.
- **Creative and imaginative play activities that promote the development and use of language.** All children need encouragement to learn about 'conversation'. This requires practitioners to listen and respond, paying attention to all the signals that babies give. Older children engaged in 'small world' play and role-play of various types, will enact scenarios for long

periods using the 'scripts' they know from home or television experience. Most children are quick to learn and use relevant new vocabulary, however difficult it may seem to adults. In order to include all children, practitioners should plan for the specific needs of children who are bi-lingual or who sign or use other forms of communication, by, for example, playing alongside them to help them join in, or by ensuring that other children in the group have learnt to sign.

Teaching means systematically helping children to learn so that they are helped to make connections in their learning and are actively led forward, as well as helped to reflect on what they have already learnt.

Teaching has many aspects, including:

- planning and creating a learning environment;
- organising time and material resources;
- interacting, questioning, responding to questions;
- working with and observing children;
- assessing and recording children's progress and sharing knowledge gained with other practitioners and parents.

The quality of each of these aspects of teaching is informed by the practitioners' knowledge and understanding of the child's developmental stage, what is to be taught and how young children learn.

Effective teaching varies but it includes the following:

- **Working in partnership with parents, because parents have a prime teaching role with their children.** Practitioners should share with and receive from parents information about children's achievements. Parents have important information which supports practitioners' planning for, and work with, children. Such information may include particular likes and dislikes, children's competence in their language and communication at home, whether or not it is English. This sharing of information between the setting and the home helps to ensure that appropriate and challenging targets are set for children, and that both practitioners and parents work together to teach and support the children in the setting and at home.
- **Promoting children's learning through planned experiences and activities that are challenging but achievable.**
- **Practitioners who model a range of positive behaviour.** For example, practitioners can model being a learner as they work with children. Practitioners' behaviour towards each other and parents should be a model of courtesy and respect. Practitioners can model active listening when they listen attentively to children, when they support a child who is being called names or being harassed, when they show they are willing to take turns in the conversation and when they show respect for what the child has to say. Practitioners can demonstrate appropriate social and emotional skills, show sensitivity to individual need, help children care for resources, and exemplify and teach the skills of empathy, consideration, negotiation and mutual respect.
- **Using language that is rich and using correct grammar. Recognising that what is said and how the practitioner speaks is the main way of teaching new vocabulary and helping babies and children to develop linguistic structures for thinking.** A major role in teaching involves extending children's language sensitively, while acknowledging and showing respect for home language, local dialect and any other forms of communication that children may be using. Practitioners teach children key words by using them in response to a child's 'have-a-go' words, rather than by telling children they are wrong. In this non-judgemental and unthreatening way, they help children to develop speech using appropriate words and speech patterns. In settings where children have a home language other than English, or sign or use symbols to communicate, the use of these by practitioners and other children can enhance communication for everyone significantly.

- **Using conversation and carefully framed questions because this is crucial in developing children's knowledge.** Conversation, open-ended questions and thinking out loud are important tools in developing vocabulary and in challenging thinking. Practitioners can use discussion times well by demonstrating questions such as “How can we ...?”, “Can you find a way to ...?”, “How does this work?” and “What other words can we use?” Encouraging children to reflect on and tell others what they have been doing, “I wonder if ...?”, helps them to give voice to what they know and to practise thinking and new vocabulary.
- **Direct teaching of skills and knowledge.** Practitioners who know the children they teach are able to judge when those who are ready can be taught skills such as how to hold and use tools such as a magnifier or a pencil correctly. They can judge when children are able to distinguish between sounds sufficiently to do some direct teaching of letter/sound correspondence (phonics)
- **Children teaching each other.** More-experienced children in the setting can help those who are less experienced by showing them where to find resources and by demonstrating and talking to them about, for example, where to begin when reading a book, what will happen next within the routine, or how to negotiate for a turn on the computer. They will practise their own skills and language and become more secure in their knowledge and understanding as they show and explain what they have done to other children.
- **Interacting with and supporting children in a way that positively affects the attitudes to learning that children develop.** Motivating children to concentrate, to persevere and to try several ways to make something work, rather than giving up, requires practitioners to use encouraging, friendly, optimistic and lively approaches to support children. Enabling children to learn should be based on knowing what children can do, identifying the next, sometimes very small, steps in learning and knowing when it is timely to intervene and when to hold back.
- **Planning the indoor and outdoor environment carefully to provide a positive context for learning and teaching.** Children can be helped to develop independence, self-control and self-reliance if practitioners plan the environment carefully by making full use of available space, indoors and outdoors. High-quality resources, including recycled items, should be made accessible in an attractive and stimulating way for all children, for example by placing the sand tray on the floor for children who are unable to stand. Having routines and a rhythm to the day helps children to gain confidence and independence. For example, by knowing that there will be time to come back to activities, children can choose to join a group which is going to cook or listen to a story.
- **Using assessment to evaluate the quality of provision and practitioners' training needs.** Practitioners can identify areas for improvement in terms of organisation, management, extending resources or training to improve provision and their own knowledge, skills and understanding and the effectiveness of their teaching.

3.7 Continuity into Key Stage 1

Good early years experience provides the firm foundation on which to build future academic as well as social and emotional success. Key to this is ensuring continuity between all settings. A key role for the Primary National Strategy is to ensure continuity of learning and teaching between the EYFS and Key Stage 1.

This transition is made easier for children when practitioners share information about children's learning in order to plan for continuity of learning in KS1.

The Primary National Strategy key aspects of learning provide a framework for continuing the broad and balanced approach of the EYFS. All these aspects are developed through the EYFS areas of learning and development and are the building blocks for the National Curriculum and the literacy and mathematics frameworks. Further guidance will be available on the CD-ROM.

Aspects of affective learning	Aspects of cognition
Empathy	Reasoning
Motivation	Evaluation
Managing feelings	Creativity
Social skills	Enquiry
Communication	Problem solving
	Information processing

The literacy and mathematics frameworks

The Primary National Strategy literacy and mathematics frameworks have recently been renewed. They provide guidance for children from the Foundation Stage to Year 6 and into Year 7. In order to plan for transition and continuity, it is important that Year 1 teachers are familiar with EYFS and that EYFS teachers are familiar with the literacy and mathematics frameworks.

The frameworks were developed alongside each other, with relevant sections of each mirroring the other. Practitioners will find that the guidance provided in the literacy and mathematics frameworks for children aged from three to five is an overview of what is in EYFS. The ‘end of stage expectations’ for the Early Years Foundation Stage are the early learning goals for Communication, Language and Literacy and Problem solving, Reasoning and Numeracy. These early learning goals are also listed under the ‘learning strands’ of both literacy and mathematics frameworks, so that practitioners can see how EYFS feeds into literacy and mathematics teaching in Key Stage 1.

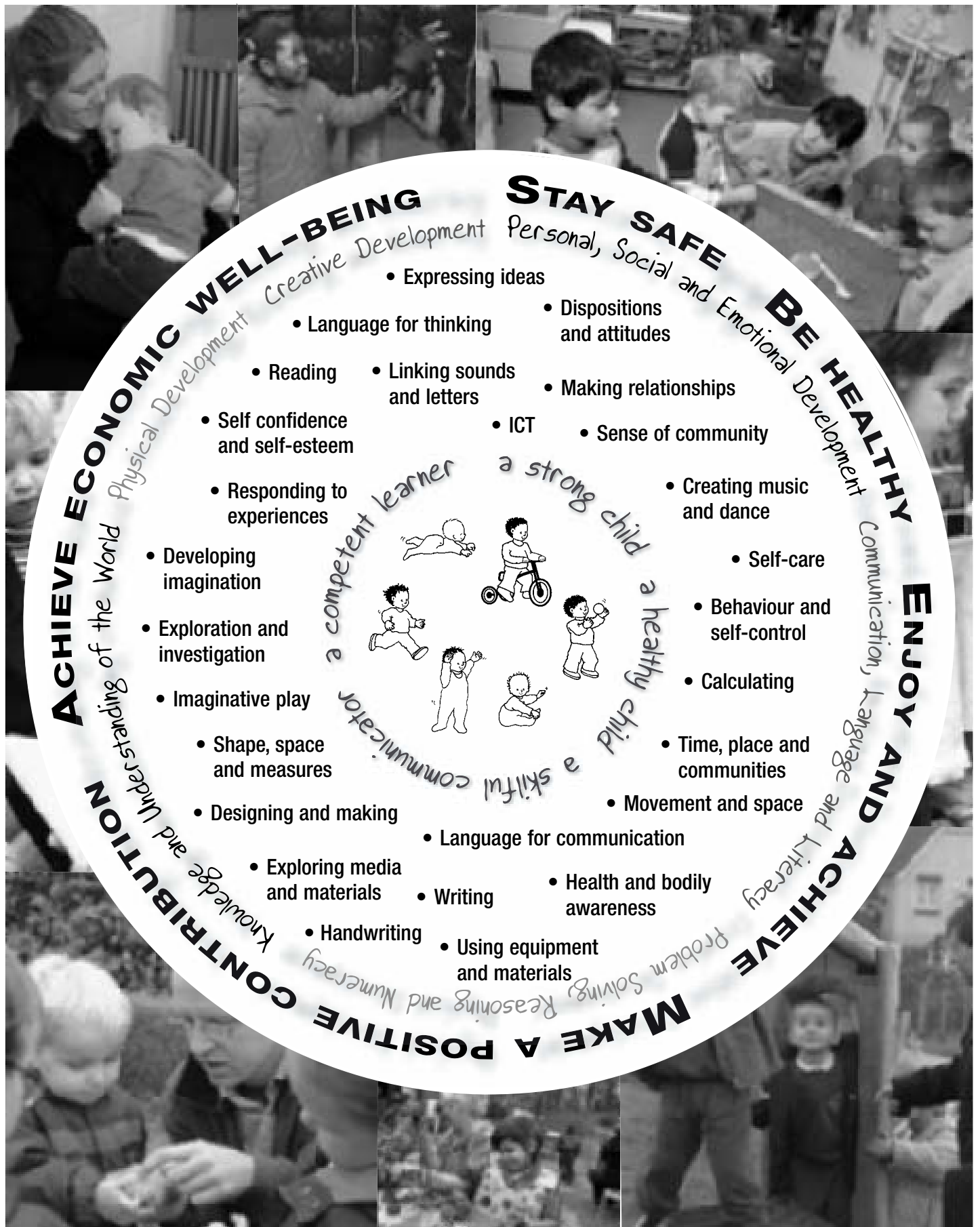
When practitioners access the literacy and mathematics ‘electronic framework’ they will find all six EYFS Areas of Learning and Development.

3.8 Exempting individual children

It is important that EYFS is compatible with parents’ rights under the European Convention on Human Rights that their children are educated in accordance with the parents’ own philosophies and beliefs. It is intended that EYFS will be fully inclusive of all children, regardless of their ethnicity, culture, religion or belief, home language, family background, special educational needs, disability, gender or ability. Its primary focus is to meet the individual needs of children, and there is significant flexibility to deliver the six areas of learning and development in a way that reflects the needs and circumstances of every child. In most cases, therefore, it will be possible to deliver EYFS in a way which is compatible with parents’ philosophies and beliefs. However, it is not possible to predict every circumstance that may arise.

Therefore, the [Childcare Act 2006] provides for regulations to enable an early years provider, in prescribed circumstances, to disapply the learning and development requirements, or to apply them with specified modifications, in respect of a particular child.

This draft poster shows how the four aspects of *Birth to Three Matters* and the six EYFS Areas of Learning and Development interlink within the context of the *Every Child Matters* outcomes.



3.9 The Areas of Learning and Development

Personal, Social and Emotional Development

Requirements

Practitioners must provide experiences and support to enable children to develop a positive sense of themselves and of others. They must support children's emotional well-being, helping them to know themselves and what they can do. They must also help children to develop respect for others, social skills and a positive disposition to learn.

What Personal, Social and Emotional Development means for children

Successful Personal, Social and Emotional Development is critical for very young children in all aspects of their lives, and gives them the best opportunity for success in all other areas of learning and development.

For young children, being special to someone and cared for is vital for their physical, social and emotional health and well-being. The respect, care, love and emotional support experienced by young children helps them to develop emotional safety, trust and a positive self-image. Being acknowledged and affirmed by important people in their lives leads to secure attachments and to children gaining confidence and inner strength. Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows the young child to explore the world from a secure base.

Young children need adults to be positive role models and to give them lots of opportunities for interaction with others so that they can develop positive ideas about themselves and others. They can express feelings such as joy, sadness, frustration and fear, leading to the development of strategies to cope with new, challenging or stressful situations.

How settings can effectively implement this Area of Learning and Development





To give all children the best opportunities for Personal, Social and Emotional Development, practitioners should give particular attention to:

- understanding attachment and its importance to children, who need warm, caring relationships with a small number of people;
- making sure that each child has a key person within the setting;
- establishing constructive relationships with children, with other practitioners, between practitioners and children, with parents and with workers from other agencies, that take account of differences and different needs and expectations;
- finding opportunities to give positive encouragement to children, with practitioners acting as positive role models;
- planning opportunities for children to work alone and in small and large groups;
- ensuring that there is time and space for children to focus on activities and experiences and develop their own interests;
- planning activities that promote emotional, moral, spiritual and social development alongside intellectual development;
- planning experiences that help children to develop autonomy and the disposition to learn;
- providing positive images in, for example, books and displays that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities;
- providing opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds;

- planning for the development of independence skills, particularly for children who are highly dependent upon adult support for personal care;
- providing support and a structured approach to achieve the successful Personal, Social and Emotional development of vulnerable children and those with particular behavioural or communication difficulties.



Personal, Social and Emotional Development

Dispositions and Attitudes: Dispositions and Attitudes

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Develop an understanding and awareness of themselves. Learn that they have influence on and are influenced by others. 	<ul style="list-style-type: none"> How young babies begin to explore their own movements and the environment in individual ways. How babies respond to other adults and children. 	<ul style="list-style-type: none"> 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 its parents. 	<ul style="list-style-type: none"> Devote uninterrupted time to babies when you can play with them. Be attentive and fully focused.
	<ul style="list-style-type: none"> Become aware of themselves as separate from others. Discover more about what they like and dislike. Have a strong exploratory impulse. 	<ul style="list-style-type: none"> How babies play with their own feet, fingers, and toys placed near them. Strategies babies use to indicate likes and dislikes. How babies show confidence in exploring what they can do. 	<ul style="list-style-type: none"> Playfully help babies to recognise that they are separate and different from others, for example pointing to own and baby's nose, eyes, fingers. Give opportunities for babies to have choice, where possible. Follow young babies' lead as they explore their environment, people and resources. 	<ul style="list-style-type: none"> Place mirrors where babies can see their own reflection. Talk to them about what they see. Provide choices of different vegetables and fruit at snack time. Allow enough space for babies to move, roll, stretch and explore.
	<ul style="list-style-type: none"> Learn that they are special through the responses of adults to individual differences and similarities. 	<ul style="list-style-type: none"> Instances of young children celebrating their special skills or qualities. 	<ul style="list-style-type: none"> Ensure that each child is recognised as a valuable contributor to the group and celebrate cultural, religious and ethnic experiences. 	<ul style="list-style-type: none"> Collect stories for, and make books about, children in the group, showing things they like to do.
	<ul style="list-style-type: none"> Show their particular characteristics, preferences and interests. Begin to develop self-confidence and a belief in themselves. 	<ul style="list-style-type: none"> Any patterns in what children choose to do or not to do. The decisions which children begin to make. 	<ul style="list-style-type: none"> Recognise that children's interests may last for short or long periods, and that their interests and preferences vary. Value and support the decisions that children make. Encourage them when they try new things. 	<ul style="list-style-type: none"> Discuss with staff/parents how each child responds to activities/adults/peers, and build on this to plan future activities and experiences for each child. Children differ in their degree of self-assurance, so plan to convey to each child that you appreciate them and their efforts. Consult with parents about how confident children are in different situations.






Personal, Social and Emotional Development

Dispositions and Attitudes: Dispositions and Attitudes

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Seek and delight in new experiences. Have a positive approach to activities and events. Show confidence in linking up with others for support and guidance. Show increasing independence in selecting and carrying out activities. 	<ul style="list-style-type: none"> Children's curiosity and drive to explore things around them. Ways in which children develop their own ideas through their interactions with others. 	<ul style="list-style-type: none"> Interact with children in support of their interests and give them scope to learn from many things, including their mistakes. 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. 	<ul style="list-style-type: none"> 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. Plan activities that require collaboration. Make materials easily accessible to all children.
 Early learning goals	<ul style="list-style-type: none"> Display high levels of involvement in activities. Persist for extended periods of time at an activity of their choosing. Continue to be interested, excited and motivated to learn. Be confident to try new activities, initiate ideas and speak in a familiar group. Maintain attention, concentrate, and sit quietly when appropriate. 	<ul style="list-style-type: none"> The activities which absorb and interest individual children. Reactions to new activities and experiences, understanding that for some children such experiences can be both exciting and worrying. Children's attentiveness to others. A group of children was being visited by an elderly neighbour of the setting. She had been invited to join the group, show her face and demonstrate how lace is made. The children gathered round and sat quietly while she told them all about it. 	<ul style="list-style-type: none"> Give children opportunities to complete activities to their satisfaction. Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. Explain why it is important to pay attention when others are speaking, and give children opportunities to both speak and listen. 	<ul style="list-style-type: none"> Give time for children to pursue their learning without interruption and to return to activities. Provide experiences, activities and materials that are challenging but achievable. 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.


Personal, Social and Emotional Development

Dispositions and Attitudes: Self-care

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Anticipate food routines with interest. 	<ul style="list-style-type: none"> Young babies' hunger patterns and responses to their food. 	<ul style="list-style-type: none"> Encourage the young baby to gradually share control of food and drink. This provides opportunities for sensory learning and increased independence. 	<ul style="list-style-type: none"> Plan feeding times which take account of the individual cultural and feeding needs of young babies in your group. Find out from parents their views on feeding and weaning.
	<ul style="list-style-type: none"> Begin to indicate own needs, for example, by pointing. 	<ul style="list-style-type: none"> How babies show what they want. 	<ul style="list-style-type: none"> Talk to parents about how their baby communicates needs. 	<ul style="list-style-type: none"> Keep toys and comforters in areas that are easy for babies to locate.
	<ul style="list-style-type: none"> Show a desire to help with dress routines. 	<ul style="list-style-type: none"> The efforts young children make to take off their own clothes. 	<ul style="list-style-type: none"> Praise effort such as when a young child offers their arm to put in a coat sleeve. 	<ul style="list-style-type: none"> Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes.
	<ul style="list-style-type: none"> Seek to do things for themselves, knowing that the adult is close by, ready to support and help if needed. Become more aware that choices have consequences. 	<ul style="list-style-type: none"> Examples of independence, for example, a child playing happily with building blocks, or putting their cup back on a table. What children do when presented with several options. 	<ul style="list-style-type: none"> Support children's growing independence as they do things for themselves, like pulling up their pants after using the toilet. Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. 	<ul style="list-style-type: none"> Plan to allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. Choose some stories that highlight the consequences of choices.
	<ul style="list-style-type: none"> Show willingness to tackle problems and enjoy self-chosen challenges. Demonstrate a sense of pride in own achievement. Take initiatives and manage developmentally appropriate tasks. 	<ul style="list-style-type: none"> Ways in which children carry out activities independently. Instances of children celebrating their achievements. How children use their own ideas to develop play, peel a banana or put away their toys. 	<ul style="list-style-type: none"> Give children time to try before intervening to support and guide them. Create an atmosphere where achievement is valued. Encourage children to solve problems, and support them by clarifying the problem with them. 	<ul style="list-style-type: none"> Plan opportunities for children to take the initiative in their learning. Provide means for children to keep track of, and share their achievements. Build on children's ideas to plan new experiences that present challenge.






Personal, Social and Emotional Development

Dispositions and Attitudes: Self-care

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Operate independently within the environment and show confidence in linking up with others for support and guidance. ■ Dress and undress independently and manage their own personal hygiene. ■ Select and use activities and resources independently. 	<ul style="list-style-type: none"> ■ How children set about a chosen activity or task, and the success they achieve. 	<ul style="list-style-type: none"> ■ Give children opportunities to be responsible for setting up, and clearing away, some activities. ■ Praise children's efforts to manage their personal needs, and to use and return resources appropriately. 	<ul style="list-style-type: none"> ■ Provide opportunities for self-chosen activities, and for choices within adult-initiated activities.

Personal, Social and Emotional Development

Social Developing: Making Relationships

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Are sociable from birth. Crave close attachments with a special person within their setting. Enjoy and learn by imitating others. 	<ul style="list-style-type: none"> The sounds and facial expressions young babies make in response to affectionate attention from their parent or key person. The situations in which young babies respond to, or mimic, their key person's facial expressions or movements. 	<ul style="list-style-type: none"> Ensure that the key person hands a young baby directly to the parent at the beginning and end of each day. Engage in playful interactions that encourage young babies to respond to, imitate, or mimic adults. 	<ul style="list-style-type: none"> Repeat greetings at the start and end of each session, so that young babies recognise and become familiar with these daily rituals. Plan to have 'conversations' with young babies.
	<ul style="list-style-type: none"> Seek to gain attention in a variety of ways. Use their developing physical skills to make social contact. 	<ul style="list-style-type: none"> The skills that babies use to make contact, such as making eye contact, inclining their heads, wiggling their toes, smiling, vocalising or banging. 	<ul style="list-style-type: none"> Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully. 	<ul style="list-style-type: none"> At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.
	<ul style="list-style-type: none"> Strive for responses from others, which confirm, contribute to, or challenge their understanding of themselves. Can be caring towards each other. 	<ul style="list-style-type: none"> How children look to others to check the acceptability of their actions. The different ways in which young children show their concern for other children. 	<ul style="list-style-type: none"> Give your full attention when young children look to you for a response. Help young children to label emotions such as sadness, or happiness, by talking to them about their own and others' feelings. 	<ul style="list-style-type: none"> Plan to evaluate your practices in the way you respond to children. Choose books and stories in which characters show empathy for others.
	<ul style="list-style-type: none"> Learn social skills, and enjoy being with and talking to adults and other children. Seek out others to share experiences. 	<ul style="list-style-type: none"> The strategies that children use to join in with individuals or groups of children. 	<ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others. 	<ul style="list-style-type: none"> Create areas in which to sit and chat with friends, for example, an outdoor den.
	<ul style="list-style-type: none"> Feel safe and secure and demonstrate a sense of trust. Form friendships with other children. Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> Ways in which children show that they feel safe and cared for. Children who like to be together, and those who need support to join in. How children deal with change. 	<ul style="list-style-type: none"> Establish routines with predictable sequences and events. Encourage children to choose to play with a variety of friends, so that everybody in the group experiences being included. Prepare children for changes that may occur in the routine. 	<ul style="list-style-type: none"> Provide stability in staffing and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting their family lives and communities.





Personal, Social and Emotional Development

Social Development: Making Relationships

 <p>Early learning goals</p>	<p>Development matters</p> <ul style="list-style-type: none"> ■ Value and contribute to own well-being and self-control. ■ Form good relationships with adults and peers. ■ Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. 	<p>Look, listen and note</p> <ul style="list-style-type: none"> ■ Ways children recognise they may need to rest, wait for something, or put on waterproof clothing for going out in the rain. ■ Children's understanding of agreed values and codes. 	<p>Effective practice</p> <ul style="list-style-type: none"> ■ Support children in linking openly and confidently with others, for example, to seek help or check information. ■ Ensure that children and adults make opportunities to listen to each other and explain their actions. 	<p>Planning and resourcing</p> <ul style="list-style-type: none"> ■ Provide activities that involve turn-taking and sharing. ■ Involve children in agreeing codes of behaviour and taking responsibility for implementing them.
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Personal, Social and Emotional Development

Social Development: Sense of Community

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Respond to differences in their environment, for example, showing excitement or interest. Learn that their voice and actions have effects on others. 	<ul style="list-style-type: none"> How young babies show their pleasure or interest in different situations. Babies' responses when they know you have 'heard' them, and the personal signs, words or gestures they use to communicate. 	<ul style="list-style-type: none"> Talk to babies about the different places they experience, such as the garden, veranda or the window. Respond to what babies show you they're interested in and want to do, by providing activities, stories and games. Invite parents to share food and customs from their own cultures, including English cultures. 	<ul style="list-style-type: none"> Provide a variety of cosy places with open views for babies to see people and things beyond the baby room. Plan opportunities for talking together in quiet places both indoors and outdoors.
	<ul style="list-style-type: none"> Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Young children's interests in similarities and differences, for example, their footwear or patterns on their clothes. 	<ul style="list-style-type: none"> Help children to learn others' names through songs and rhymes, for example. 	<ul style="list-style-type: none"> Display pictures of groups of young children showing what they look like and the things they like to do, or eat, or play with.
	<ul style="list-style-type: none"> Show a strong sense of self as a member of different communities, such as their family or setting. 	<ul style="list-style-type: none"> Children's friendships and the attachments they make with adults. 	<ul style="list-style-type: none"> Talk to children about their friends, their families, and why they are important. 	<ul style="list-style-type: none"> Share photographs of their families, friends, pets or favourite people.
	<ul style="list-style-type: none"> Make connections between different parts of their life experience. 	<ul style="list-style-type: none"> Instances of children drawing upon their experiences beyond the setting. 	<ul style="list-style-type: none"> Develop positive relationships with parents. Anticipate the best from each child, and be alert for their strengths. 	<ul style="list-style-type: none"> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.




Personal, Social and Emotional Development

Social Development: Sense of Community

 <p>Early learning goals</p>	<p>Development matters</p> <ul style="list-style-type: none"> ■ Have an awareness of, and an interest in, cultural and religious differences. ■ Have a positive self-image, and show that they are comfortable with themselves. ■ Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. ■ Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. 	<p>Look, listen and note</p> <ul style="list-style-type: none"> ■ Children's interest in cultural differences, for example: Harry looks at the 'weaving loom' created from wire netting on the garden fence. He asks the practitioner how to do it, who says, "Why don't you ask Shamimara? She wove the streamers in the netting. She can show you". Later Harry and Shamimara look at books showing people weaving in various different countries. ■ Children's understanding of various beliefs and customs, for example: Bulent's brother had got married and he was showing photographs to a group of children. They talked about why the bride had money pinned to her dress and, with the practitioner, talked about the different customs they had experienced at weddings. 	<p>Effective practice</p> <ul style="list-style-type: none"> ■ Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices and special events. ■ Encourage children to talk with each other about similarities and differences in their experiences, and the reasons for these. 	<p>Planning and resourcing</p> <ul style="list-style-type: none"> ■ Give children opportunities to be curious, enthusiastic, engaged and tranquil, so developing a sense of inner-self and peace. ■ Ensure that all children are given support to participate in discussions and to be listened to.
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Personal, Social and Emotional Development

Emotional Development: Self-confidence and self-esteem

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Seek to be looked at, approved of. Find comfort in touch and in the human face. Thrive when their emotional needs are met. Gain physical, psychological and emotional comfort from 'snuggling in'. Feel safe and loved even when they are not the centre of adult attention. Enjoy the company of others. 	<ul style="list-style-type: none"> How young babies respond to attention, such as whether they make eye contact or vocalise. Young babies' body language when their needs have been met. The circumstances when a baby will play by itself when people are nearby to watch over it. The people babies like to be with. 	<ul style="list-style-type: none"> Recognise that young babies will find comfort from 'snuggling in' with a variety of objects and people. Talk to a young baby when you cannot give them your direct attention so that they are aware of your interest and your presence nearby. Tell a young baby what you think they like about another person, for example: "Here is your brother, Matty, you like him because he tickles you, don't you?" 	<ul style="list-style-type: none"> Provide a sofa or comfy chair in the room so that parents, practitioners and young babies can sit together. Have special toys for babies to hold while you are preparing their food, or gathering materials for a nappy change. Plan to have times when babies and older siblings or friends can be together.
	<ul style="list-style-type: none"> Feel safe and secure within healthy relationships with key people. Sustain healthy emotional attachments through familiar, trusting, safe and secure relationships. Express their feelings within warm, mutual, affirmative relationships. 	<ul style="list-style-type: none"> The sounds and facial expressions that show feelings such as pleasure, excitement, frustration or anger. 	<ul style="list-style-type: none"> Establish shared understandings between home and setting about ways of responding to babies' emotions. 	<ul style="list-style-type: none"> Have resources including picture books and stories that focus on a range of emotions.
	<ul style="list-style-type: none"> Make choices that can involve real challenge when adults ensure their safety. Explore from the security of a close relationship with a caring and responsive adult. 	<ul style="list-style-type: none"> How individuals undertake self-chosen tasks such as climbing onto a big chair and turning to sit down. How children grow in confidence as they adapt to the setting. 	<ul style="list-style-type: none"> Be aware of and alert to possible dangers, whilst recognising the importance of encouraging young children's sense of exploration and mastery. Involve all children in welcoming and caring for one another. 	<ul style="list-style-type: none"> Consider ways in which you provide for children with disabilities to make choices, and express preferences about their carers and activities. Display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them.

Personal, Social and Emotional Development

Emotional Development: Self-confidence and self-esteem

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Begin to be assertive and self-assured when others have realistic expectations of their competence. Begin to recognise danger and know who to turn to for help. 	<ul style="list-style-type: none"> How children express their confidence and sense of self-assurance, by showing that they value what they and others do. How children show their enthusiasm for things they like, or their anxiety about things that concern them. 	<ul style="list-style-type: none"> Describe what different children tried to do, or achieved, emphasising that effort is worthwhile. Support children's symbolic play, recognising that pretending to do something can help a child to express their feelings. 	<ul style="list-style-type: none"> Record individual achievements which reflect significant progress for every child; one may have stepped on the slide; another may be starting to play readily with others. Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain.
	<ul style="list-style-type: none"> Show increasing confidence in new situations. Talk freely about their home and community. 	<ul style="list-style-type: none"> Instances of children's confidence and how they express their needs. Children's readiness to talk about their homes and communities, for example, Mustafa says, "It's Eid tomorrow so I am staying at home for a big party." 	<ul style="list-style-type: none"> Ensure that key practitioners offer extra support to children in new situations. Create positive relationships with parents. Listen to them and offer them information and support. Encourage children to talk about their own home and community life, and to find out about other children's experiences. 	<ul style="list-style-type: none"> Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide role-play areas with a variety of resources reflecting diversity.
	<ul style="list-style-type: none"> Have a sense of self as a member of different communities. Express needs and feelings in appropriate ways. 	<ul style="list-style-type: none"> Ways in which children demonstrate that they belong in communities, such as Will who tells a visitor the way to the office and adds "I'm in Yellow class and this is my school." The different ways children find to express their feelings, such as when Sam said "Me and Zoe are going to the tree house and the scary monsters are after us." 	<ul style="list-style-type: none"> Invite people to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area. Support children's growing ability to express a wide range of feelings orally and talk about their own experiences. 	<ul style="list-style-type: none"> Make a display with the children, showing all the people who make up the 'community' of the setting. Plan circle times when children can have an opportunity to talk about their feelings and support them by providing props, such as a sad puppet, that can be used to show how they feel.







Personal, Social and Emotional Development

Emotional Development: Self-confidence and self-esteem

Early learning goals	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Respond to significant experiences, showing a range of feelings when appropriate. ■ Have a developing awareness of their own needs, views and feelings, and are sensitive to the needs, views and feelings of others. ■ Have a developing respect for their own cultures and beliefs and those of other people. 	<ul style="list-style-type: none"> ■ How children show their own feelings and are sensitive to the needs, views and feelings of others. ■ The ways in which children show how they feel, or share their views or express their views about something. ■ How children show awareness of their own and others' cultures and beliefs, and the ways they show respect for them, for example: Alison told the other children about her visit to London to stay with her aunt and meet her new uncle. "My uncle took me to his temple. It was beautiful, and then we went back to have dinner at their house," she said, "but I like my own home as well." 	<ul style="list-style-type: none"> ■ Encourage children to share their feelings and talk about why they respond to experiences in particular ways. ■ Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. This helps children to understand that when the need arises, their individual needs will be met. ■ Help children to see the ways in which their cultures and beliefs are similar by encouraging them to share and discuss practices, celebrations and experiences of what it is to be them. 	<ul style="list-style-type: none"> ■ Keep a diary with children, which can be referred to from time to time to help them recall when they were happy, when they were excited, or when they felt lonely. ■ Collect information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences. ■ Share stories that reflect the diversity of children's experiences.

Personal, Social and Emotional Development

Emotional Development: Behaviour and self-control

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Are usually soothed by warm and consistent responses from familiar adults. 	<ul style="list-style-type: none"> What soothes individual babies and helps them to relax. 	<ul style="list-style-type: none"> Find out as much as you can from parents and carers about young babies before they join the setting, so that the routines you follow are familiar and comforting. 	<ul style="list-style-type: none"> Learn familiar lullabies that children know from home, share them with others in the setting. Play gentle music when babies are tired.
	<ul style="list-style-type: none"> Respond to a small number of boundaries, with encouragement and support. 	<ul style="list-style-type: none"> Babies' responses to being praised when they do something you ask, like loosening their grasp on your hair, or face. 	<ul style="list-style-type: none"> Demonstrate clear and consistent boundaries and reasonable yet challenging expectations. 	<ul style="list-style-type: none"> Share information with parents so that there is consistency between home and setting and babies learn about boundaries.
	<ul style="list-style-type: none"> Begin to learn that some things are theirs, some things are shared, and some things belong to other people. 	<ul style="list-style-type: none"> When young children show they know which is their comforter, or get another child's soft toy to give them when they are upset. 	<ul style="list-style-type: none"> Keep routines flexible so that young children can pursue their interests. This will reduce incidents of frustration and conflict. 	<ul style="list-style-type: none"> Duplicate materials and resources to reduce conflict, for example, two bikes or two copies of the same book.
	<ul style="list-style-type: none"> Are aware that some actions can hurt or harm others. 	<ul style="list-style-type: none"> Responses to stories in which someone could be hurt or harmed. 	<ul style="list-style-type: none"> Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others. 	<ul style="list-style-type: none"> Have agreed procedures outlining how to respond to changes in children's behaviour.
	<ul style="list-style-type: none"> Begin to accept the needs of others, with support. Show care and concern for others, for living things and the environment. 	<ul style="list-style-type: none"> Children's recognition of the needs of others. How children show their care for others and the environment. 	<ul style="list-style-type: none"> Share with parents the rationale of boundaries and expectations to achieve a joint approach. Demonstrate concern and respect for others, living things and the environment. 	<ul style="list-style-type: none"> Set, explain and maintain clear, reasonable and consistent limits so that children can play and work, feeling safe and secure. Collaborate with children in creating explicit rules for the care of the environment.
	<ul style="list-style-type: none"> Show confidence and the ability to stand up for own rights. 	<ul style="list-style-type: none"> Children's awareness of boundaries and behavioural expectations. 	<ul style="list-style-type: none"> Be alert to injustices and let children see that they are addressed and resolved. 	<ul style="list-style-type: none"> Make time to listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution.

Personal, Social and Emotional Development

Emotional Development: Behaviour and self-control

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
Early learning goals	<ul style="list-style-type: none"> ■ Have an awareness of the boundaries set and behavioural expectations in the setting. ■ Understand what is right and wrong and why. ■ Consider the consequences of their words and actions for themselves and others. 	<ul style="list-style-type: none"> ■ Children's increasing understanding of acceptable behaviour for themselves and others. ■ Children's ideas and explanations about what is right and wrong. ■ Children's awareness of the consequences of their words and actions. 	<ul style="list-style-type: none"> ■ Ensure that children have opportunities to identify and discuss the boundaries, so that they understand why they are there and what they are intended to achieve. ■ Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody, or why it is alright to take a second piece of fruit after everybody else has had enough. ■ Involve children in identifying issues and finding solutions. 	<ul style="list-style-type: none"> ■ Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. ■ Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. ■ Encourage children to think about issues from the viewpoint of others.

Communication, Language and Literacy

Requirements

Practitioners must support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write. They must also work to give them the confidence, opportunity, encouragement, support and disposition to use their skills in a range of situations and for a range of purposes.

What Communication, Language and Literacy means for children

The development and use of communication and language are at the heart of young children's learning. Learning to listen and speak emerge out of non-verbal communication, which includes body language such as facial expression, eye contact, bending the head to listen, hand gesture, and taking turns. These skills develop as babies and young children express their needs and feelings, interact with others and establish their own identities and personalities.

The ability to communicate gives children the capacity to participate more fully in their society. To become skilful communicators, babies and young children need to be together with people who have meaning for them, members of their family, carers and, in a group setting, a key person in warm and loving relationships. This being together with others leads to the wider development of social relations, which include friendship, empathy and sharing emotions.

Parents most easily understand their very young children's communications and can often interpret for others. Babies respond differently to some sounds than others and from an early age are able to distinguish sound patterns. They use their voices to make contact and to let people know what they need and how they feel. Music and dance also play a key role in language development for young children. Rhymes and songs are particularly important and enjoyable for babies. At first, all learning arises from physical action and the gathering of experience through the senses. Therefore, children learn best when activities engage many senses. Initially their attempts to communicate will be non-verbal. As language develops and young children learn about conversation, thought becomes less dependent on action, although non-verbal messages remain an important form of communication throughout life.

As children develop speaking and listening skills, they build the foundations for reading and writing. They need lots of opportunities to interact with others as they develop these skills, and to use a wide range of resources for making early progress in reading, mark making and writing.




How settings can effectively implement this Area of Learning and Development

To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening;
- planning an environment that reflects the importance of language through signs, notices and books;
- providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate;



- providing time and opportunities for children to develop their phonological awareness through small group and individual teaching, when appropriate;
- planning opportunities for all children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille;
- early identification of and response to any particular difficulties in children's language development;
- close teamwork between bilingual workers, speech therapists and practitioners, where appropriate;
- opportunities for children who use alternative communication systems to develop ways of recording and accessing texts to develop their skills in these methods.

Communication, Language and Literacy **Language for Communication and Thinking: Language for Communication**


	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Communicate in a variety of ways, including crying, gurgling, babbling and squealing. 	<ul style="list-style-type: none"> The gestures and sounds young babies make when you respond to them. 	<ul style="list-style-type: none"> Being physically close, making eye contact, using touch or voice provide ideal opportunities for early 'conversations' between adults and babies, and one baby and another. Find out from parents how they like to communicate with their baby. 	<ul style="list-style-type: none"> Display photographs showing the signs that tell you how young babies communicate.
	<ul style="list-style-type: none"> Create personal words as they begin to develop language. 	<ul style="list-style-type: none"> The signs or words babies use to communicate what they want, like or dislike. 	<ul style="list-style-type: none"> Try to 'tune into' the different messages young babies are attempting to convey. Share interpretations with parents and staff. 	<ul style="list-style-type: none"> Communicate with parents to exchange and update information about babies' personal words.
	<ul style="list-style-type: none"> Use single-word and two-word utterances to convey simple and more complex messages. 	<ul style="list-style-type: none"> The meanings young children generate in their language through the creative ways in which they use words. 	<ul style="list-style-type: none"> Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases. Model correct use of key words by using them in response to what children say, rather than by correcting them. 	<ul style="list-style-type: none"> Allow time to follow young children's lead and have fun together whilst talking about actions such as going up, down or jumping.

Language for Communication and Thinking: Language for Communication

Communication, Language and Literacy

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Learn new words very rapidly and are able to use them in communicating about matters which interest them. 	<ul style="list-style-type: none"> How children begin to use words to question and negotiate. 	<ul style="list-style-type: none"> Explore and talk about things which interest young children indoors and outdoors, and listen and respond to their questions. 	<ul style="list-style-type: none"> Display pictures and photographs showing familiar events, objects or activities. Talk about them with the children. Refer to Playing with Sounds Step 1 for examples of activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.
	<ul style="list-style-type: none"> Use simple statements and questions often linked to gestures. Use intonation, rhythm and phrasing to make their meaning clear to others. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Listen to others in one-to-one/small groups when conversation interests them. Respond to simple instructions. Question why things happen and give explanations. Use vocabulary focused on objects and people who are of particular importance to them. Begin to experiment with language describing possession. Build up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> The gestures and body language children use, for example: As he heard a door open, Stevie looked at the practitioner, pointed and said, "Mummy's back?", making clear by the way he said the words that he was not sure. Children's responses to stories and non-fiction. Children acting out stories and rhymes. Children recalling their own experiences and sharing them with others, for example: Lauren said "My dad and I went to the dentist yesterday. My dad had to sit in the chair and open his mouth, then me." How children take account of what others say during one-to-one conversations. Children's understanding of instructions and the questions they ask. The range and variety of words that children use. 	<ul style="list-style-type: none"> Talk with children to make links between their gestures and words, for example: "Your face does look cross. Has something upset you?" Support children in using a variety of communication strategies, including signing, where appropriate. Listen to children and take account of what they say in your responses to them. Share rhymes and stories from many cultures. Set up a listening area where children can enjoy rhymes and stories. Give children clear directions and help them to deal with those involving more than one action, for example, "Put the cars away, please, then come and wash your hands." Provide practical experiences that encourage children to ask and respond to questions, for example, explaining pulleys or wet and dry sand. Introduce new words in the context of play and activities. 	<ul style="list-style-type: none"> Encourage children to express their needs and feelings in words. Provide opportunities for children whose home language is other than English, to use that language. Find out from parents how children make themselves understood at home. Choose stories with repeated refrains, dances and action songs with looking and pointing, and songs that require replies and turn-taking, such as 'Tommy Thumb'. Introduce rhyme time bags to take home and involve parents in rhymes and singing games. Introduce story props, such as pictures, puppets and objects, to encourage children to re-tell stories and to think about how the characters feel. Help children to build their vocabulary by extending the range of their experiences. Ensure that all practitioners use correct grammar.

Communication, Language and Literacy **Language for Communication and Thinking: Language for Communication**





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Begin to use more complex sentences. ■ Use a widening range of words to express or elaborate on ideas. 	<ul style="list-style-type: none"> ■ How children are beginning to develop and expand on what they say. For example, Nina went to fetch Andrew, saying "Come in, it's time for dinner. You'll get hungry if you stay out there." 	<ul style="list-style-type: none"> ■ Show interest in the words children use to communicate and describe their experiences. ■ Help children expand on what they say, introducing and reinforcing the use of more complex sentences. 	
	<ul style="list-style-type: none"> ■ Have confidence to speak to others about wants and interests. ■ Talk alongside others, rather than with them. ■ Use talk to gain attention and use action rather than talk to demonstrate or explain to others. ■ Initiate conversation, attend to and take account of what others say. ■ Extend vocabulary, especially by grouping and naming. ■ Use vocabulary and forms of speech that are increasingly influenced by experience of books. ■ Link statements and stick to a main theme or intention. ■ Consistently develop a simple story, explanation or line of questioning. ■ Use language for an increasing range of purposes. ■ Use simple grammatical structures. 	<ul style="list-style-type: none"> ■ How readily children engage in conversation. ■ Children's awareness of conventions, such as taking turns to talk. ■ How children link statements to develop stories and explanations. ■ The purposes for which children use talk, for example, to gain attention, to resolve disagreements. 	<ul style="list-style-type: none"> ■ Encourage conversation with others and demonstrate appropriate conventions – taking turns, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?" At the same time, respond sensitively to social conventions used at home. ■ Show children how to use language for negotiating, by saying "May I...?" "Would it be alright...?" "I think that..." and "Will you...?" in your interactions with them. ■ Model language appropriate for different audiences, for example, a close friend and a visitor. 	<ul style="list-style-type: none"> ■ Give time for children to initiate discussions from shared experiences and have conversations with each other. ■ Give thinking time for children to decide what they want to say and how they will say it. ■ Set up collaborative tasks, for example, constructions, food activities, story-making through role-play. Help children to talk and plan together about how they will begin, what parts each will play and what materials they will need. ■ Provide opportunities for talking for a wide range of purposes, for example, to present ideas to others as descriptions, explanations, instructions or justifications and to discuss and plan individual or shared activities.

Communication, Language and Literacy **Language for Communication and Thinking: Language for Communication**

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
Early learning goal	<ul style="list-style-type: none"> ■ Interact with others, negotiating plans and activities and taking turns in conversation. ■ Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. ■ Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. ■ Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. 	<ul style="list-style-type: none"> ■ How children concentrate on what others say and their responses to what they have heard. ■ Which children know rhymes and songs off by heart. ■ Which children make up their own rhymes or alternative versions of favourites using their phonic knowledge. ■ Children's growing vocabulary. ■ Times children clearly and confidently speak and show awareness of the listener. 	<ul style="list-style-type: none"> ■ Encourage children to predict possible endings to stories and events. ■ Encourage children to experiment with words, for example, in nonsense rhymes. ■ Play games where children read simple CVC words and use their phonic knowledge. ■ Encourage children to sort, group and sequence in their play. Use such words as <i>first, last, next, before, after, all, most, some, each</i> and <i>every</i>. ■ Encourage language play, for example, through stories like 'Goldilocks' and action songs that require intonation. ■ Value children's contributions and use them to inform and shape the direction of discussions. 	<ul style="list-style-type: none"> ■ Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. ■ Provide word banks and writing resources both inside and outdoors. ■ Resource role-play areas with listening and writing equipment and easy access to word banks. ■ Encourage children to experiment with words and sounds, for example, in nonsense rhymes. ■ Provide opportunities for children to participate in meaningful speaking and listening activities. For example, taking models that they have made to show children in another class and explaining how they were made.
Early learning goals	<ul style="list-style-type: none"> ■ Extend their vocabulary, exploring the meanings and sounds of new words. ■ Speak clearly and audibly with confidence and control and show awareness of the listener, for example, by their use of conventions such as greetings, "please" and "thank you". 			


Communication, Language and Literacy

Language for Communication and Thinking: Language for Thinking

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Convey messages about what they want and need as well as how they feel. Understand and respond to the different things said to them when in a familiar context with a special person. 	<ul style="list-style-type: none"> How young babies communicate their needs, show their feelings and influence adult behaviour. The ways in which babies show you they have understood. 	<ul style="list-style-type: none"> Interpret, give meaning to and echo young babies as they make a variety of sounds. Talk to babies about what you are doing, so they will link words with actions, for example, preparing lunch. 	<ul style="list-style-type: none"> Plan time to listen to young babies' first attempts to use language. Provide resources that stimulate vocalisation, such as a shiny bell. Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing, and sharing.
	<ul style="list-style-type: none"> Are able to respond to simple requests and grasp meaning from context. 	<ul style="list-style-type: none"> The ways in which young children respond to adults and other children and the circumstances in which this takes place. 	<ul style="list-style-type: none"> Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. 	<ul style="list-style-type: none"> Plan play activities and provide resources which encourage young children to engage in symbolic play, for example, putting a 'baby' to bed and talking to it appropriately.
	<ul style="list-style-type: none"> Use action, sometimes with limited talk, that is largely concerned with the 'here and now'. Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 	<ul style="list-style-type: none"> Situations where children use actions and some talk to support and think about what they are doing. How children show what they understand, from what they do and say, for example, actions, questions, new words and the rhythms and intonations they use. 	<ul style="list-style-type: none"> Use talk to describe what children are doing by providing a running commentary, "Oh, I can see what you are doing, you have to put the milk in the cup first." Opportunities for children to talk with other children and adults about what they see, hear, think and feel. 	<ul style="list-style-type: none"> Include things which excite young children's curiosity, such as hats, bubbles, shells, seeds and snails. Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, for example, "We need some eggs. Let's see if we can find some in here."
	<ul style="list-style-type: none"> Talk activities through, reflecting on and modifying what they are doing. Use talk to give new meanings to objects and actions, treating them as symbols for other things. Use talk to connect ideas, explain what is happening and anticipate what might happen next. Use talk, actions and objects to recall and relive past experiences. 	<ul style="list-style-type: none"> How children use talk to think through and revise what they are doing. For example, following a farm visit, Fiona talks as she rearranges toy farm animals, "Put baby sheep here...oh no...no mummy...that sheep has lost its mum, has to have a bottle." How children use talk to connect ideas and explain things. 	<ul style="list-style-type: none"> Prompt children's thinking and discussion through involvement in their play, for example, "Do you think they can all get in the car?" Talk to children about what they have been doing so that you can help them to reflect upon and explain events. For example, saying "You told me this model was going to be a tractor, what's this lever for?" 	<ul style="list-style-type: none"> Set up shared experiences that children can reflect upon, for example, visits, cooking, or stories that can be re-enacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.





Communication, Language and Literacy



Language for Communication and Thinking: Language for Thinking






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another. ■ Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping. ■ Begin to use talk to pretend imaginary situations. ■ Use language to imagine and recreate roles and experiences. ■ Use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> ■ How children use talk to reflect upon, clarify, sequence and think about present and past experiences, ideas and feelings. ■ How children link one thing to another to explain and anticipate things. For example, “We won’t play out today because it’s too windy...you might get blown away. Last time some branches got blown off.” ■ Ways in which children use language in their pretend and imaginary play. 	<ul style="list-style-type: none"> ■ Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages. ■ Use stories to focus children’s attention on predictions and explanations, for example, “What will she have to do now?” “Why did the boat tip over?” and general patterns, for example what generally happens to ‘good’ and ‘wicked’ characters at the end of stories. ■ Help children to, for example, identify patterns, “He always sleeps in the day”; draw conclusions, “The sky has gone dark, it must be going to rain”; explain effect, “It sank because it was too heavy”; predict, “It might not grow in there if it is too dark”; and speculate, “What if the bridge falls down?” ■ Take an interest in what and how children think and not just what they know. 	<ul style="list-style-type: none"> ■ Set up displays that remind children of what they have experienced, using objects, artefacts, photographs, books. ■ Provide for, initiate and join in imaginative and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.


Communication, Language and Literacy

Linking Sounds and Letters

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Listen to, distinguish and respond to intonations and the sounds of voices. 	<ul style="list-style-type: none"> The sounds and signs babies make. 	<ul style="list-style-type: none"> Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. 	<ul style="list-style-type: none"> Plan times when you can sing with young babies, encouraging them to join in explorations of their fingers and toes.
	<ul style="list-style-type: none"> Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them. 	<ul style="list-style-type: none"> The wide variety of sounds and words a baby produces. 	<ul style="list-style-type: none"> Share the fun of discovery and value babies' 'words', for example by bringing the doll in response to 'baba'. 	<ul style="list-style-type: none"> Find out from parents the words that children use for things which are important to them, such as 'dodie' for dummy.
	<ul style="list-style-type: none"> Listen to and enjoy rhythmic patterns in stories and rhymes. 	<ul style="list-style-type: none"> Young children's reactions to music, story and rhymes. 	<ul style="list-style-type: none"> Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor going 'chug, chug'. 	<ul style="list-style-type: none"> Collect resources, such as tapes and objects, that children can listen to and learn to distinguish between, for example, different songs of birds or noises in the street, and games that involve guessing which object makes a particular sound when hit.
	<ul style="list-style-type: none"> Distinguish one sound from another. Show interest in play with sounds, songs, and rhymes. Repeat words or phrases in familiar stories. 	<ul style="list-style-type: none"> The words, phrases and sounds children like to say or sing. The languages they understand and use. Note – features of adult/child interaction are culturally determined, and conventions for interaction vary, both within and across speech communities. 	<ul style="list-style-type: none"> Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes. Use rhymes from a variety of cultures and ask parents to share their favourites. Be aware of the needs of children learning English as an additional language. 	<ul style="list-style-type: none"> Use puppets and other props to encourage listening and responding when singing a familiar song.

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. 	<ul style="list-style-type: none"> The rhymes and rhythms that children enjoy, recite and create in words and music. For example: Marco taps the rhythm of his name with two taps and Benjamin with three taps. 	<ul style="list-style-type: none"> When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, for example 'Hickory Dickory boot, the mouse ran down the....' 	<ul style="list-style-type: none"> When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, for example 'mummy', 'shshshadow', 'K-K-K-Katy'.
 <p>Early learning goals</p>	<ul style="list-style-type: none"> Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds. Hear and say sounds in words in the order in which they occur. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words. 	<ul style="list-style-type: none"> Children's knowledge of initial sounds at the beginning, short vowel sounds within words and endings of words. For example, Ranjit notices the letters in his name whenever he sees them, such as 'j' at the beginning of jam. How children link sounds to letters and begin to use this knowledge to write words, for example, Leanne has written a request to her Dad, "Pz cn I hv a d" (Please can I have a drink). Mark's writing shows he can identify middle vowels, although he doesn't always use the correct letter – "I got ap and lut ad the bed" (I got up and looked under the bed). Which children are confident in using segmenting and blending skills and phoneme-grapheme knowledge to read and spell regular CVC words. The ways in which children use their phonic knowledge and the number of phonemes and graphemes children know and recognise in a variety of contexts. 	<ul style="list-style-type: none"> Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Incorporate these in games. Demonstrate writing so that children can see spelling in action. Encourage them to apply their own knowledge of sounds to what they write. Use a large phoneme frame with groups of children and give them small magnetic ones of their own, so that they become more confident to use their phonic knowledge in spelling. 	<ul style="list-style-type: none"> Ensure that role-play areas encourage writing of signs with a real purpose, e.g. pet shop. Plan fun and games that help children create rhyming strings of real and imaginary words, for example, Maddie, daddy, baddie, laddie. Plan a range of activities to teach phoneme-grapheme correspondences in 6 groups: s m c t g p a o r l d b f h i u v w y z j n k e ll ss ff zz sh ch th wh ck ng qu x Plan games that encourage children to listen for the sound at the beginning of words, the next sound and the end. As children grow in confidence and increase their phonic skills, teach them to blend letters to read CVC, CVCC and CCVC words and recognise consonant digraphs, e.g. sh, ch, th and long vowel phonemes, e.g. oo, ee.





	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Listen to familiar sounds, words, or finger plays. 	<ul style="list-style-type: none"> Responses that tell you a young baby is listening. 	<ul style="list-style-type: none"> Use finger play, rhymes and familiar songs from home to support young babies' enjoyment. 	<ul style="list-style-type: none"> Collect a range of board books, cloth books and stories to share with young babies.
	<ul style="list-style-type: none"> Respond to words and interactive games, like 'clap hands'. 	<ul style="list-style-type: none"> How babies' responses develop as they learn to anticipate and join in with finger and word play. 	<ul style="list-style-type: none"> Tell, as well as read, stories, looking at and interacting with young babies. 	<ul style="list-style-type: none"> Discover from parents the imitative games that their babies enjoy, and use them as the basis for your play.
	<ul style="list-style-type: none"> Show interest in familiar stories, songs and rhymes. 	<ul style="list-style-type: none"> Children's responses to picture books and stories. 	<ul style="list-style-type: none"> Use different voices to tell stories and get young children to join in wherever possible, sometimes using puppets, soft toys or real objects as 'props'. 	<ul style="list-style-type: none"> Provide tapes of rhymes and stories, sounds and nursery rhymes, spoken words.
	<ul style="list-style-type: none"> Have some favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> Children's favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> Find opportunities to tell and read stories to children, using props and actions. 	<ul style="list-style-type: none"> Provide stories, pictures and puppets, which allow children to experience and talk about how characters feel.
	<ul style="list-style-type: none"> Listen to and join in with stories and poems, one-to-one and also in small groups. Begin to be aware of the way stories are structured. Suggest how the story might end. 	<ul style="list-style-type: none"> The stories and poems children choose and know how to follow. For example, Brent knows the story of 'The Little Red Hen' off by heart and recites it using many words and phrases in the book and giving different voices to each animal. 	<ul style="list-style-type: none"> Encourage children to use the stories they hear in their play. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experience. 	<ul style="list-style-type: none"> Create an attractive book area where children and adults can enjoy books together. Provide some simple poetry, song, fiction and non-fiction, and annotated photograph books with the children in them that children can begin to decode by themselves.

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Show interest in illustrations and print in books and print in the environment. Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turn pages. Understand the concept of a word. 	<ul style="list-style-type: none"> Children's familiarity with the way books work. For example, Neil sits with a book on his lap, turning the pages and telling the story using the pictures and using phrases such as 'Once upon a time'. Children's references to and understanding of how print works. For example, Lee opens his birthday present, a kite, and asks what the assembly instructions mean. Jamal points to the word 'BANG', which is in large print on the page of a book, and asks "What does that say?" 	<ul style="list-style-type: none"> Focus on meaningful print, such as a child's name, favourite cereal or book, in order to discuss similarities and differences between symbols. Help children to understand what a word is by doing such things as using names and labels and by pointing out words in the environment and in books. Read stories that children already know, pausing at intervals to encourage them to 'read' the next word. 	<ul style="list-style-type: none"> Create an environment rich in print where children can learn about words, for example, using names and labels. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.
 <p>Early learning goals</p>	<ul style="list-style-type: none"> Enjoy an increasing range of books. Know that information can be retrieved from books and computers. Retell narratives in the correct sequence, drawing on language patterns of stories. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction books to answer questions about where, who, why and how. 	<ul style="list-style-type: none"> Children's book choices. Children's understanding about how information is kept in different places and can be retrieved. Children's understanding of the elements of stories, for example, Mehmet refers to the 'beginning' and 'end' of a story. He says "I don't like that ending, I think he should've run away and been happy ever after". How children use non-fiction books. How children return to favourite books, songs and rhymes to be re-read and enjoyed. 	<ul style="list-style-type: none"> Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. Discuss ways of finding out information from non-fiction texts. Explain to parents the importance of reading to children, ask about favourite books, and offer book loans. Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Make story boxes with the children. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information communication technology (ICT). Provide story boards and props which encourage children to talk about the sequence of events and characters in a story. Provide story sacks and boxes for use in the setting and at home.

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
Early learning goals	<ul style="list-style-type: none"> ■ Begin to recognise some familiar words. ■ Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer or more complex words. ■ Blend letters to read CVC words and recognise common digraphs. ■ Explore and experiment with sounds, words and texts. ■ Read a range of familiar and common words and simple sentences independently. ■ Know that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> ■ The phonic skills children use in decoding text. ■ The strategies that children use to read. ■ The words that children recognise, such as their name and signs like 'open'. ■ The confidence with which children use their developing phonic knowledge. 	<ul style="list-style-type: none"> ■ Demonstrate the reading strategy of using phonics first while children can see the text, for example, using big books. ■ Encourage children to recall words they see frequently, such as 'welcome', own and friends' names, 'open' and 'bus stop'. ■ Play word bingo to develop children's grapheme correspondence, so that they can rapidly decode words. 	<ul style="list-style-type: none"> ■ Ensure that children use phonic knowledge to read simple regular words, for example read CVC, CCVC and CVCC words and recognise common consonant digraphs, such as sh, ch, th and long vowel phonemes, e.g. oo, ee. ■ Provide varied texts and encourage children to use their phonic knowledge first when reading. ■ Provide some simple texts which children can decode in order to give them confidence and to practise their developing skills. ■ Provide picture books, books with flaps/hidden words, books with accompanying cassettes and story sacks.


Communication, Language and Literacy

Language for Communication and Thinking: Writing

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Move arms and legs and increasingly use them to reach for, grasp and manipulate things. Begin to make marks. 	<ul style="list-style-type: none"> The random marks young babies make in food or water. Babies' interest in marks, for example, the marks they make when they rub a rusk round the tray of a feeding chair. 	<ul style="list-style-type: none"> Talk about the random marks young babies make, showing them that you value what they do. Talk to babies about the patterns and marks they make. 	<ul style="list-style-type: none"> Provide gloop (cornflour and water) in small trays so babies can enjoy making marks in it. Stimulate babies to make marks in various situations, for example, 'painting' on the shed door, or chalking on a flag.
	<ul style="list-style-type: none"> Examine the marks they and others make. 	<ul style="list-style-type: none"> Marks young children make when given a crayon, a brush or other tools. 	<ul style="list-style-type: none"> Discuss with young children what marks represent. 	<ul style="list-style-type: none"> Give young children who are keen to represent the same experience repeatedly, a range of mark-making materials.
	<ul style="list-style-type: none"> Distinguish between the different marks they make. 	<ul style="list-style-type: none"> The marks that children make and what they 'tell' you about what they mean. 	<ul style="list-style-type: none"> Draw attention to marks, signs and symbols in the environment and talk about what they represent. 	<ul style="list-style-type: none"> Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, for example, Arabic script on a shopping bag.
	<ul style="list-style-type: none"> Sometimes give meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places. 	<ul style="list-style-type: none"> The marks children make and the meanings that they give to them, such as when Chloe covers the whole paper and says, "I'm writing." Marcia is playing in the café and writes customers' orders on her notepad. She tells the chef, "They want pizzas." 	<ul style="list-style-type: none"> Make books with children of activities they have been doing, using photographs of the children as illustrations. Write poems and short stories with children. Encourage the children to use their phonic knowledge when writing CVC words. 	<ul style="list-style-type: none"> Provide activities during which children will experiment with writing, for example leaving a message. Include opportunities for writing during role-play and other activities.






Language for Communication and Thinking: Writing

Communication, Language and Literacy

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Begin to break the flow of speech into words. ■ Use writing as a means of recording and communicating. ■ Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. ■ Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. ■ Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. 	<ul style="list-style-type: none"> ■ How children use writing to note things or to communicate, for example, Marcus writes “Marcus, fz (Faraz) and tm (Tommy)” on a drawing of himself and his two friends playing together. ■ Instances of writing for different purposes such as when Rosie experiments with labelling the contents on the outside of a bag. ■ How children are making use of phonic knowledge as they attempt to write words and simple sentences, for example, David writes “I went to see fyuwercs and hat to pc in the pub” (I went to see fireworks and had to park in the pub). 	<ul style="list-style-type: none"> ■ Act as a scribe for children. After they say the sentence, repeat the first part of the sentence, say each word as you write and include some punctuation. ■ Encourage children to use their ability to hear the sounds at the beginnings of words and then at various points in words in their writing. ■ Play games that encourage children to link sounds and letters. ■ Encourage children to re-read their writing as they write. 	<ul style="list-style-type: none"> ■ Provide materials and opportunities for children to initiate the use of writing in their play, as well as creating purposes for independent and group writing. ■ Plan occasions where you can involve children in organising writing, for example, putting recipe instructions in the right order. ■ Provide word banks and other resources for segmenting and blending to support children to use their phonic knowledge.

Communication, Language and Literacy

Language for Communication and Thinking: Hand-writing

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Play with own fingers and toes and focus on objects around them. 	<ul style="list-style-type: none"> ■ How young babies fix on objects or on their own feet or fists. 	<ul style="list-style-type: none"> ■ Place young babies where they can focus on, grasp toys and wriggle and roll freely. 	<ul style="list-style-type: none"> ■ Provide variety in the toys that encourage young babies to reach and grasp, for example, a baby gym.
	<ul style="list-style-type: none"> ■ Begin to bring together hand and eye movements to fix on and make contact with objects. 	<ul style="list-style-type: none"> ■ The movements and sounds babies make as they explore materials such as musical instruments, paint, dough, glue and the space around them. 	<ul style="list-style-type: none"> ■ Describe the movements young babies make as they move round and round, or ride a push-along toy in a straight line. 	<ul style="list-style-type: none"> ■ Plan a range of activities that encourage large and fine motor skills, such as throwing and kicking balls, riding trundle toys, feeding the guinea pigs.
	<ul style="list-style-type: none"> ■ Make random marks with their fingers and some tools. 	<ul style="list-style-type: none"> ■ The different ways young children make marks, for example, patterns in dough or clay. 	<ul style="list-style-type: none"> ■ Help young children to develop their manipulative skills by engaging them in activities such as tearing (paper), scribbling, rolling and printing. 	<ul style="list-style-type: none"> ■ Provide resources for finger painting and play with soapy water, which can interest young children who are unable to hold a brush or felt pen in making marks.
	<ul style="list-style-type: none"> ■ Begin to show some control in their use of tools and equipment. 	<ul style="list-style-type: none"> ■ Ways in which children begin to develop fine motor skills, for example, the way they use their fingers when trying to do up buttons on a coat; pull up a zip, pour a drink, and use a watering can. 	<ul style="list-style-type: none"> ■ Encourage children to handle and manipulate a variety of media and implements, for example, clay, finger paint, spoons, brushes, shells. 	<ul style="list-style-type: none"> ■ Vary the range of tools and equipment located with familiar activities, for example, put small scoops, rakes or sticks with the sand.
	<ul style="list-style-type: none"> ■ Use one-handed tools and equipment. ■ Draw lines and circles using gross motor movements. ■ Manipulate objects with increasing control. 	<ul style="list-style-type: none"> ■ The way children control equipment and materials. 	<ul style="list-style-type: none"> ■ Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking and playing instruments. 	<ul style="list-style-type: none"> ■ Provide opportunities for large shoulder movements, for example swirling ribbons in the air, batting balls suspended on rope, and painting.

Communication, Language and Literacy

Language for Communication and Thinking: Hand-writing

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goal</p>	<ul style="list-style-type: none"> ■ Begin to use anticlockwise movement and retrace vertical lines. ■ Begin to form recognisable letters. ■ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> ■ Dexterity in using a range of tools in their play and writing. ■ Formation of recognisable letters. 	<ul style="list-style-type: none"> ■ Teach children to form letters correctly, for example, when they label their paintings. ■ Encourage children to practise letter shapes as they paint, draw and record, and as they write, for example, their names, the names of their friends and family or captions. ■ Continue writing practice in imaginative contexts, joining some letters, if appropriate, for example 'at', 'it', 'on'. 	<ul style="list-style-type: none"> ■ Provide a variety of writing tools and paper, indoors and outdoors. ■ Give children practice in forming letters correctly, for example, labelling their work, making cards, writing notices. ■ Provide opportunities to write meaningfully, for example, by placing notepads by phones or having appointment cards in the doctor's surgery.

Problem Solving, Reasoning and Numeracy

Requirements

Practitioners must support children in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Practitioners must offer opportunities for these skills to be practised, in order to give children confidence and competence in their use.

What Problem Solving, Reasoning and Numeracy means for children

This Area of Learning and Development includes seeking patterns, making connections, recognising relationships, working with numbers, shapes, space and measures, counting, sorting and matching. Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other Areas of Learning and Development.




How settings can effectively implement this Area of Learning and Development

Mathematical understanding should be developed through stories, songs, games and imaginative play. To give all children the best opportunities for effective mathematical development, practitioners should give particular attention to:

- many different activities, some of which will focus on mathematical development and some of which will draw out the mathematical learning in other activities, including observing numbers and patterns in the environment and daily routines;
- practical activities underpinned by children's developing communication skills;
- activities that are imaginative and enjoyable;
- real-life problems, e.g. "How many spoons do we need for everyone in this group to have one?";
- modelling mathematical vocabulary during the daily routines and throughout practitioner-led activities;
- giving children sufficient time, space and encouragement to use 'new' words and mathematical ideas, concepts and language during child-initiated activities in their own play;
- encouraging children to explore problems, to make patterns and to count and match together;
- the balance between learning and teaching indoors and outdoors. For example, having read a story about washing clothes, there might be laundrette play indoors and washing line play outdoors, streets of clothes shops built out of recyclables, bikes and other wheeled vehicles being used as delivery vans, numbered (and lettered) parking spaces. The staff would spend time in both environments and the level of child-initiated and practitioner-led activity would be monitored and divided more or less equally across both environments. Displays would include examples from both environments;
- help for those children who use a means of communication other than spoken English in developing and understanding specific mathematical language;
- opportunities to observe, assess and plan the next stage in children's learning;
- relevant training to improve practitioners' knowledge, skills and understanding.



Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Respond to people and objects in their environment. Notice changes in groupings of objects, images or sounds. 	<ul style="list-style-type: none"> Different responses to people and objects. The attention that young babies give to changes in the quantity of objects or images they see, hear or experience. 	<ul style="list-style-type: none"> Identify the people, toys and experiences that babies enjoy. Talk about the things that babies notice when they are in different places such as the garden, the changing area or where they have meals. 	<ul style="list-style-type: none"> Display favourite things in a lively, bright environment so that a young baby can see them. Provide a small group of the same object in treasure baskets, as well as single items, for example, two fir cones or three shells.
	<ul style="list-style-type: none"> Use some counting words in context. Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. 	<ul style="list-style-type: none"> What babies say, such as 'one', while climbing the stairs. Preferences for particular rhymes and action songs that relate to number. 	<ul style="list-style-type: none"> Sing number rhymes as you engage in activities and go about personal and domestic routines, for example, 'one, two, buckle my shoe'. Move with babies to the rhythm patterns in familiar songs and rhymes. Encourage babies to join in tapping and clapping along to simple rhythms. 	<ul style="list-style-type: none"> Collect number rhymes which are repetitive and are related to children's actions and experiences, for example, 'Peter hammers with one hammer'. Use song and rhymes during personal routines, for example, 'Two little eyes to look around', pointing to their eyes, one by one.
	<ul style="list-style-type: none"> Say some counting words randomly. Distinguish between quantities, recognising a group of objects is more than one. Gain awareness of one-to-one correspondence through categorising belongings, starting with "mine" or "Mummy's". 	<ul style="list-style-type: none"> Awareness of number during play, such as the number words used and when and why they use them. How children notice or choose a larger quantity. How young children show awareness of the other children who will eat at the table by pointing to Awaiz' place, or Chloe's fork. 	<ul style="list-style-type: none"> Use number words in meaningful contexts, for example, "Here's your other mitten. Now we have two." Talk to young children about 'lots' and 'few' as they play. Talk about young children's choices and, where appropriate, demonstrate how counting helps us to find out how many. Give opportunities for children to practice one-to-one correspondence in real-life situations. Talk about the maths in everyday situations, for example, doing up coat buttons. 	<ul style="list-style-type: none"> Provide varied opportunities to explore 'lots' and 'few' in play. Equip the role-play area with sets of things that can be sorted in different ways. Provide collections of objects that can be sorted and matched in various ways. Provide resources that support children in making one-to-one correspondences, for example, giving each dolly a cup.


Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Have some understanding of 1 and 2, especially when the number is important for them. Create and experiment with symbols and marks. Use some number language, such as 'more' and 'a lot'. Recite some number names in sequence. 	<ul style="list-style-type: none"> How young children show their understanding of number labels such as 1, 2, 3. The contexts in which young children use marks and symbols. When children talk about numbers. The numbers children recite spontaneously in their games. When children match one thing with another, for example, glasses and straws. When children put things in order of 'turn'. 	<ul style="list-style-type: none"> Show children how we use counting to find out how many. Talk about how the symbols and marks you make stand for numbers and quantities. Ask questions such as "Would you like 1 sausage or 2?" At mealtimes, talk about portions of food so that children learn about quantities, such as 'enough', 'more', 'how many'. 	<ul style="list-style-type: none"> Introduce number labels to use outside for car number plates, house and bus numbers. Create a 'number rich' environment in the home play area. Introduce numbers in the same way that they are used at home, by having a clock, a telephone and a TV remote. Keep a diary with the children about their favourite things. Talk about how many like jam sandwiches, or who watches a particular TV programme at home.
	<ul style="list-style-type: none"> Use some number names and number language spontaneously. Show curiosity about numbers by offering comments or asking questions. Use some number names accurately in play. Sometimes match number and quantity correctly. Recognise groups with one, two or three objects. 	<ul style="list-style-type: none"> When children know that different numbers have different names. When they begin to use the names for numbers accurately. The range of numbers that different children refer to, and why they use certain numbers. Whether children make good guesses about numbers of things and can check them. When children begin to use ordinals (first, second, third, etc.) accurately. The strategies that children use to match number and quantity, for example, using fingers or tallying by making marks. When children begin to note down numbers, for example, tallies. When children begin to write down numerals. 	<ul style="list-style-type: none"> Use number language, for example, 'one', 'two', 'three', 'lots', 'hundreds', 'how many?' and 'count', in a variety of situations. Model and encourage use of mathematical language by, for example, asking questions such as, "How many saucepans will fit on the shelf?" Allow children to understand that one thing can be shared, for example, a pizza. 	<ul style="list-style-type: none"> Give children a reason to count by asking them to select enough wrist bands for three friends to play with the puppets. Enable children to note the 'missing set', for example, "There are none left" when sharing things out. Provide number labels for children to use, for example, by putting a number label on each bike and a corresponding number on each parking space. Make money, and change-counting and giving, part of the role-play provision.

Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Recognise some numerals of personal significance. ■ Count up to three or four objects by saying one number name for each item. ■ Count out up to six objects from a larger group. ■ Count actions or objects that cannot be moved. ■ Begin to count beyond 10. ■ Begin to represent numbers using fingers, marks on paper or pictures. ■ Select the correct numeral to represent 1 to 5, then 1 to 9, objects. ■ Recognise numerals 1 to 5. ■ Count an irregular arrangement of up to 10 objects. ■ Estimate how many objects they can see and check by counting. ■ Count aloud in ones, twos, fives or tens. ■ Know that numbers identify how many objects are in a set. ■ Use ordinal numbers in different contexts. ■ Match then compare the number of objects in two sets. ■ Use language such as 'more' or 'less' to compare two numbers. ■ Say and use number names in order in familiar contexts. ■ Count reliably up to 10 everyday objects. 	<ul style="list-style-type: none"> ■ The personal numbers that children refer to, such as their age, house number, telephone number or the number of people in their family, such as when Simeon pointed to the number 5 on the telephone, "That says five and I'm five," he said. ■ How children count from a larger group, such as saying one number name for each person before going into the hall for PE, when children find three others to be in their group of four. ■ Times when children count an irregular arrangement of up to 10 objects, such as Josh who continued throwing the die, reading the number and counting pennies from the large pile on the table after everybody else had stopped. ■ How children count an irregular arrangement of up to 10 objects, for example, when Zara said "Listen for how many", as she dropped pennies noisily into the tin. ■ Count out up to six objects from a larger group, for example, when a group of children were doing a jigsaw together. They shared out the pieces and counted to check everyone had the same number. ■ Begin to represent numbers using fingers, marks on paper or pictures, such as when Kim and Edward made a number track, first to 10, then adding numbers to 17 when they realised they could throw the beanbag further than they had expected. 	<ul style="list-style-type: none"> ■ Encourage estimation, for example, estimate how many sandwiches to make for the picnic. ■ Model and encourage use of mathematical language, for example, number names to 10: "Have you got enough to give me three?" ■ Ensure that children are involved in making displays, for example, making their own pictograms of lunch choices; develop this as a 3D representation using bricks to allow discussion of the most popular choices. ■ Add numerals to other areas of the curriculum (display for 'The 3 Little Pigs'). Use to stimulate small world play. ■ Make books about numbers that have meaning for the child: favourite numbers, telephone numbers. ■ Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens. ■ Emphasise the empty set and introduce the concept of nothing and zero. 	<ul style="list-style-type: none"> ■ Prepare collections of interesting things throughout the environment that children can sort, order, count and label. ■ Display numerals in the environment in purposeful contexts, for example, a sign to show how many aprons go on each hook or a large number track on which children can play. ■ Create opportunities for children to use number language, particularly in the role-play area. ■ Use tactile numeral cards (sandpaper, velvet, string). ■ Create opportunities for children to experiment with a number of objects, the written numeral and the written number; develop this through matching activities with a range of numbers, numerals and arrays. ■ Display big numbers such as 1957 or 101. ■ Use a 100 square to show number patterns. ■ Make number games readily available and teach children to use them so that they can choose them to play with. ■ Display interesting books about number.





Problem Solving, Reasoning and Numeracy



Numbers as Labels and for Counting

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
<ul style="list-style-type: none"> ■ Recognise numerals 1 to 9. ■ Use developing mathematical ideas and methods to solve practical problems. 	<ul style="list-style-type: none"> ■ When and how children use number names in familiar contexts, such as Daniel and Esther who each collected a large pile of stones. Daniel said, "I think I've got 30." Esther replied, "No you haven't. I've got more than you and I've counted mine and I've got 27." They counted Daniel's pile, and laughed when they realised that many of his stones were smaller and he had 42. 		<ul style="list-style-type: none"> ■ Play games such as hide and seek that require the use of counting. ■ Use rhymes, songs and stories involving counting on and counting back. 	

Problem Solving, Reasoning and Numeracy

Calculating

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Are logical thinkers from birth. 	<ul style="list-style-type: none"> How they recognise cues that signal familiar events, for example, the arrival of their bottle. 	<ul style="list-style-type: none"> Talk to babies about what you are doing and what is happening. 	<ul style="list-style-type: none"> Let babies see and hear the sequence of actions you go through as you carry out familiar routines.
	<ul style="list-style-type: none"> Have some understanding that things exist, even when out of sight. Are alert to and investigate things that challenge their expectations. 	<ul style="list-style-type: none"> How they look for a toy dropped from the buggy. How a baby persists trying to lift a lid on a box that has previously popped open easily. 	<ul style="list-style-type: none"> Play games like peek-a-boo or comment when a puppet pops out of a sock. Talk to babies about puzzles they encounter such as how they are going to get their sock back from where it has fallen, and whether they can do it, or might need help. 	<ul style="list-style-type: none"> Provide lift-the-flap books to show something hidden from view. Provide a variety of interesting displays for babies to look at when they are looking around them, looking up at the ceiling, or peering into a corner.
	<ul style="list-style-type: none"> Are learning to classify by organising and arranging playthings with increasing intention. Categorise objects according to their properties. 	<ul style="list-style-type: none"> When young children gather several books together or point to their own shoes when somebody else has new shoes, for example, lining up cats or toy animals. How children notice when an adult sorts the fruit at snack time, for example, all the apples together. 	<ul style="list-style-type: none"> Foster children's ability to classify and compare amounts. Use 'tidy up time' to promote logic and reasoning. 	<ul style="list-style-type: none"> Encourage children, when helping with domestic tasks, to put all the pieces of apple on one dish and all the pieces of celery on another for snacks. Use pictures or shapes of objects to indicate where things are kept and encourage children to work out where things belong.
	<ul style="list-style-type: none"> Begin to make comparisons between quantities. Know that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> The deductions children make about whether there is some juice left, or whether it is 'all gone'. When children begin to estimate and check by counting. How children react to simple counting songs and games, for example, '5 currant buns'. When children begin to know about dividing things equally into two groups. 	<ul style="list-style-type: none"> Help children to organise their ideas by talking to them about what they are doing. Play games which relate to number order, addition and subtraction, such as hopscotch and skittles. Sing counting songs and rhymes. 	<ul style="list-style-type: none"> Provide props for children to act out counting songs and rhymes. Provide games and equipment that offer opportunities for counting, such as skittles. Provide a variety of things for children to select from, adding to or replacing items when the need arises. Plan to provide a mathematical component in areas such as the sand, water or other provision.



	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Compare two groups of objects, saying when they have the same number. Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. 	<ul style="list-style-type: none"> The strategies used that show children are working out whether a group of objects is the same or different. How children use fingers or counting to work out a solution to a simple problem. 	<ul style="list-style-type: none"> Demonstrate language such as 'same as', 'less' or 'fewer'. As you read number stories or rhymes, ask, for example, "How many will there be in the pool when one more frog jumps in?" 	<ul style="list-style-type: none"> Create opportunities for children to separate objects into unequal groups as well as equal groups. Provide story props that children can use in their play, for example, various varieties of fruit and several baskets like Handa's in the story 'Handa's Surprise'.
	<ul style="list-style-type: none"> Find the total number of items in two groups by counting all of them. Use own methods to work through a problem. State the number that is one more than a given number. Observe number relationships and patterns in the environment and use these to derive facts. Select two groups of objects to make a given total of objects. Count repeated groups of the same size. Share objects into equal groups and count how many in each group. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Use language such as 'more' or 'less' to compare two numbers. Find one more or one less than a number from one to 10. Begin to relate addition to combining two groups of objects and subtraction to 'taking away'. 	<ul style="list-style-type: none"> Methods children used to answer a problem they have posed, for example, Colin and Ben suggest what might be done about the biscuit that is left over when everybody has had enough. "Someone else can have the extra one." "Get one more and then we can both have two." How children find the sum of two numbers, such as Adeola who picked up as many conkers as she could, working out how many she had altogether. "Five and four ... nine! That's my best go." The variety in responses when children work out a calculation from a story, such as Merrie who said "if two more come there will be seven, because five and two make seven." The way children count repeated groups of the same size, e.g. count the number of socks in five pairs. How children share objects e.g. share eight crayons equally among four children and know that each child has two crayons. 	<ul style="list-style-type: none"> Show interest in how children solve problems and value their different solutions. Make sure children are secure about the order of numbers before asking what comes after or before each number. Discuss with children how problems relate to others they have met, and their different solutions. Encourage children to choose numbers for problems and to make up their own story problems for other children to solve. Encourage children to extend problems, for example, "Suppose there were three people to share the bricks between instead of two." Model mathematical vocabulary and methods of recording, using standard notation where appropriate. 	<ul style="list-style-type: none"> Encourage children to record what they have done, for example, by drawing or tallying. Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. Provide a wide range of number resources and encourage children to be creative in thinking up problems and solutions in all areas of learning. Encourage children to make links between the cardinal and ordinal numbers. Use number lines, ensuring that you use the same approaches used in the next year/setting – make them available for reference and encourage children to use them in their own play. Help children to observe that five fingers on each hand make a total of ten fingers, or that two rows of three eggs in the egg box are six eggs altogether.
Early learning goals				

Problem Solving, Reasoning and Numeracy**Calculating**

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
		<ul style="list-style-type: none">■ The ways different children use to find what is remaining if something is taken away, like Tessa who worked out when six sausages were in the pan that if one more burst there would be five left.		



Problem Solving, Reasoning and Numeracy

Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Develop an awareness of shape, form and texture as they encounter people and things in their environment. 	<ul style="list-style-type: none"> How they explore space through their movements, for example, by rolling from their backs to their fronts. How they begin to be aware of distance, as they grasp and reach. 	<ul style="list-style-type: none"> Talk about things that interest them, describing particular features, such as the patterns formed when sunlight filters through the leaves on to the ground. 	<ul style="list-style-type: none"> Display things to look at that encourage their interest in movement, such as a spiral.
	<ul style="list-style-type: none"> Through their manipulations of objects they find out what toys are like and will do. Recognise big things and small things in meaningful contexts. 	<ul style="list-style-type: none"> When they: <ul style="list-style-type: none"> look for an object hidden under a cloth; explore space with push and pull toys; enjoy putting things in and taking them out of containers; follow movements in action songs, for example, 'Here we go round the mulberry bush'. When children use vocabulary like 'big' in their play. The ways children show that measure, weight, length and time can be measured. 	<ul style="list-style-type: none"> Play games that involve curling and stretching and popping up and bobbing down. Encourage babies' explorations of the characteristics of objects, for example by rolling a ball to them. Talk about what objects are like and how objects, such as a sponge, can be manipulated – by squeezing, or stretching. Set out equipment in patterns and encourage children to discover and identify these. Make routines into patterns and ask children to identify them. 	<ul style="list-style-type: none"> Provide a range of objects of various textures and weights in Treasure Baskets that will excite and encourage babies' interests. Use stories such as 'Titch' to talk about differences in size.



Problem Solving, Reasoning and Numeracy


Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Use blocks to create their own simple structures and arrangements. 	<ul style="list-style-type: none"> How children use puzzles and blocks. When children talk about the shapes of everyday objects. 	<ul style="list-style-type: none"> Talk to children, as they play with water or sand, to focus their thinking about things like when something is full, empty or holds most. Help young children to create different arrangements in the layout of road and rail tracks. Model pattern making in the learning environment – daily activities, routines, display. Help children to touch, see and feel shape through art, music and dance. Encourage children to create their own patterns in all these media and to talk about them to you and to each other. 	<ul style="list-style-type: none"> Provide different sizes and shapes of containers in water play, so that children can experiment with quantities and measures.
	<ul style="list-style-type: none"> Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size. Are beginning to understand variations in size. 	<ul style="list-style-type: none"> Observations made by children relating to shapes or patterns. When children begin to use some words that describe time, amount and size, for example, when children say things like “me bigger” to a smaller friend. 	<ul style="list-style-type: none"> Talk about and help children to recognise patterns. As you fold or unfold a tablecloth, draw the children’s attention to the pattern of square/oblong/square which emerges as you fold or unfold. Be consistent in your use of the vocabulary for weight and mass. Sort coins on play trays into interesting arrangements and shapes; sort them into exciting bags, purses and containers. Measure for a purpose, such as finding out how many rolls of wallpaper are needed to decorate the home corner. 	<ul style="list-style-type: none"> Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, for example, Arabic designs. Provide opportunities that allow children to measure time (sand timer), weight (balances) and measure (non-standard units). Vary the use of volume and capacity equipment in the sand, water and other areas to maintain interest.

Problem Solving, Reasoning and Numeracy

Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Show an interest in shape and space by playing with shapes or making arrangements with objects. ■ Show awareness of similarities in shapes in the environment. ■ Observe and use positional language. ■ Are beginning to understand 'bigger than' and 'enough'. ■ Show interest by sustained construction activity or by talking about shapes or arrangements. ■ Use shapes appropriately for tasks. ■ Begin to talk about the shapes of everyday objects. 	<ul style="list-style-type: none"> ■ How children perceive the shape of objects and can manipulate them, for example, Owen enjoyed matching the shapes in his puzzle. Katrina watched and said "there, look, there" when he picked up the last piece. ■ When a child recognises that a roof resembles or has a triangle at one end. ■ How children decide something such as whether a piece of paper is the correct size to wrap a gift, for example. ■ How children apply their understanding of shape and space, such as when Claire and Iram were building houses with large blocks. They looked at the blocks and decided "We need that one it's flat, and that pointy one." ■ The circumstances when children begin to use the mathematical names for shapes, such as 'circle' and 'triangle'. 	<ul style="list-style-type: none"> ■ Demonstrate the language for shape, position and measures in discussions, for example, 'ball shape', 'box shape', 'in', 'on', 'inside', 'under', 'longer', 'shorter', 'heavy', 'light', 'full' and 'empty'. ■ Encourage children to talk about the shapes they see and use and about how they are arranged. ■ Value children's constructions by displaying them or taking photographs. ■ Organise the environment for shape matching, for example, use pictures of different bricks on their containers to show where they are kept. 	<ul style="list-style-type: none"> ■ Have large and small blocks and boxes available for construction both inside and out. ■ Play games involving positioning oneself inside, behind, on top, etc. ■ Provide rich and varied opportunities for comparing length, weight and time. ■ Use stories such as 'Rosie's Walk' to talk about distance. Use non-standard units and explore the need for standard units. ■ Show pictures that have symmetry or pattern and talk to children about them.
	<ul style="list-style-type: none"> ■ Show curiosity and observation by talking about shapes, how they are the same or why some are different. ■ Match some shapes by recognising similarities and orientation. ■ Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. ■ Select a particular named shape. ■ Show awareness of symmetry. ■ Find items from positional/directional clues. 	<ul style="list-style-type: none"> ■ How children show curiosity and observation by talking about shapes, how they are the same or why some are different, such as Danny who decided to make a box for his model. He chose a piece of card that was an appropriate shape for the base, and different shapes for the sides. 	<ul style="list-style-type: none"> ■ Ask 'silly' questions, for example, show a tiny box and ask if there is a bicycle in it. ■ Play 'peek-a-boo', revealing shapes a little at a time and at different angles. ■ Ask children to say what they think the shape is, what else it could be or what it could not be. ■ Make books about shapes, time and measure: shapes found in the learning environment; long and short things; things of a specific length; comparing things that are heavier/lighter etc.; patterns. 	<ul style="list-style-type: none"> ■ Provide a range of boxes and materials or models and constructions such as 'dens', indoors and outdoors. ■ Provide examples of the same shape in different sizes. ■ Have areas where children can explore the properties of objects and where they can weigh and measure. These could include a cookery station, a building area or a making and designing area. ■ Plan opportunities for children to describe and compare shapes.

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Order two items by length or height. ■ Match sets of objects to numerals that represent the number of objects. ■ Sort objects, making choices and justifying decisions. ■ Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices. ■ Use familiar objects and common shapes to create and recreate patterns and build models. ■ Use everyday language related to time; order and sequence familiar events and measure short periods of time with a non-standard unit. ■ Sort familiar objects to identify their similarities and differences. ■ Count how many objects share a particular property, presenting results using pictures, drawings or numerals. ■ Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities. ■ Talk about, recognise and recreate simple patterns. ■ Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes. ■ Use everyday words to describe position. ■ Use developing mathematical ideas and methods to solve practical problems. 	<ul style="list-style-type: none"> ■ Match some shapes by recognising similarities and orientation, for example, Stevie who looked at the rhomboid. "It looks like a boat," she said. She picked up a triangle. "This one's different ... it's only got three points." ■ How children select a particular named shape, for example, Rachel said "I chose the box to print with," "See, I put that side in the paint and made a square." ■ How children find items from positional or directional clues, such as Bahar, who said to the practitioner, "I came from my cousin's house today. We had to come round the park and past the shops." ■ The way children can order two items by length or height, for example, when Jade took the longest zip from the collection. She placed it against the others' clothes, saying, "Too long for your dress," "Too long for your coat." ■ How children identify a mathematical problem involving shape, space or measures and search for a way to solve it, such as Dougal when he searched for a cube among the modelling materials. "We want to make a die," he explained, "so it has to have six sides for all the spots." 	<ul style="list-style-type: none"> ■ Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to give instructions to. ■ Encourage children to put the correct number of aprons on a hook labelled with a numeral; record with marks, drawings or pictures. ■ Introduce children to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. ■ Ensure children use everyday words to describe position, for example when following pathways or playing with outdoor apparatus. 	<ul style="list-style-type: none"> ■ Provide materials and resources for children to observe and describe numbers and patterns in the indoor and outdoor environment and in daily routines, orally, in pictures or using objects. ■ Provide a range of natural materials for children to sort, compare and order.

Problem Solving, Reasoning and Numeracy

Shape, Space and Measures

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
		<ul style="list-style-type: none"> ■ How children use positional language in their play, for example, Iona called Rory on her 'mobile' telling him, "We are near the edge of our world, you had better come and rescue us before we fall into the hole below." ■ How children use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities, for example when comparing a small heavy parcel with a big light parcel, or filling and emptying containers. 		

Knowledge and Understanding of the World

Requirements

Practitioners must support children's development of the crucial knowledge, skills and understanding that help them to make sense of the world. Practitioners must support children's learning through offering opportunities for them to: learn to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

What knowledge and understanding of the world means for children

This Area of Learning and Development forms the foundation for later work in science, design and technology, history, geography, and information and communication technology (ICT).

Competent learners from birth, babies only a few hours old gaze at patterns which resemble the human face in preference to others. They are able to distinguish between things, and to show that they like some things better than others. As they get older, children make increasing sense of the world through touch, sight, sound, taste, smell and movement, and their sensory and physical explorations affect the patterns that are laid down in the brain.

Young children are finding out more and more about the world they live in and the people they encounter. Children acquire a range of skills, knowledge and attitudes related to knowledge and understanding of the world in many ways. They learn skills necessary to this area by learning to use a range of tools safely, for example computers, magnifiers, gardening tools, scissors, hole punches and screwdrivers. They learn by encountering creatures, people, plants and objects in their natural environments and in real-life situations, for example in the shop or in the garden. They learn effectively by doing things, for example by using pulleys to raise heavy objects or observing the effect of increasing the incline of a slope on how fast a vehicle travels. They need to work with a range of materials in their activities, for example wet and dry sand, coloured and clear liquids, compost, gravel and clay. They will begin to understand the past by examining appropriate artefacts, such as toys played with by their parents when they were children. Understanding design work will come from using a variety of joining methods and materials.

How settings can effectively implement this Area of Learning and Development







To give all children the best opportunities for developing effectively their knowledge and understanding of the world, practitioners should give particular attention to:

- activities based on first-hand experiences which encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion;
- an environment with a wide range of activities, both indoors and outdoors, that stimulate children's interest and curiosity;
- modelling of 'correct' language, e.g. children will enjoy naming a chrysalis correctly if the practitioner does;
- the use of carefully framed open-ended questions, e.g. "How can we?", "What would happen if...?"
- encouraging the children to tell each other what they have found out, to speculate on future findings or to describe their experiences. This enables them to rehearse and reflect upon their knowledge, and to practise new vocabulary;
- direct teaching of skills and knowledge in the context of practical activities, e.g. the words 'liquid' and 'solid' when melting chocolate or cooking eggs;
- making effective use of outdoors and the local neighbourhood;
- teaching children to use a range of ICT – not just computers but, for instance, cameras, copiers, tape recorders and programmable toys;

- using parents' knowledge to extend children's experiences of the world;
- opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues;
- adult support in helping children communicate and record orally and in other ways;
- supplementary experience and information for children with sensory impairment.

Knowledge and Understanding of the World

Exploration and Investigation

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Use movement and senses to focus on, reach for and handle objects. 	<ul style="list-style-type: none"> How young babies use their senses to investigate such things as your hair, jewellery, a rattle. 	<ul style="list-style-type: none"> Give opportunities for babies to explore objects and materials. 	<ul style="list-style-type: none"> Provide a range of everyday objects for them to explore and investigate.
	<ul style="list-style-type: none"> As they pull to stand and become more mobile, the scope of babies' investigations widens. 	<ul style="list-style-type: none"> Babies' interests and the ways in which they investigate and manipulate objects. 	<ul style="list-style-type: none"> Give babies choices about what they want to play with. 	<ul style="list-style-type: none"> Plan varied arrangements of equipment and materials for babies that can be used in a variety of ways to maintain interest and challenge.
	<ul style="list-style-type: none"> Sometimes they focus their enquiries on particular features or processes. 	<ul style="list-style-type: none"> The things young children investigate repeatedly, for example, they become absorbed in opening and shutting. 	<ul style="list-style-type: none"> Encourage young children as they explore particular patterns of thought or movement, sometimes referred to as schemas. 	<ul style="list-style-type: none"> Provide materials that support particular schemas – for example, things to throw, for a child who is exploring trajectory. Find out from parents about their children's interests and how they can be encouraged.
	<ul style="list-style-type: none"> Explore, play and seek meaning in their experiences. 	<ul style="list-style-type: none"> Children's actions and talk, in response to what they find and the questions they ask. 	<ul style="list-style-type: none"> Recognise that when a child does such things as jumping in a puddle, they are engaging in investigation. 	<ul style="list-style-type: none"> Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide such things as chimes, streamers, windmills and bubbles to investigate the effects of wind.
	<ul style="list-style-type: none"> Show curiosity and interest in the features of objects and living things. Describe and talk about what they see. Show curiosity about why things happen and how things work. 	<ul style="list-style-type: none"> How children examine objects and living things to find out more about them, for example, observing plants and animals or noticing the different materials that things are made of. 	<ul style="list-style-type: none"> Encourage and respond to children's signs of interest and extend these through questions, discussions and further investigation. 	<ul style="list-style-type: none"> Use the local area for exploring both the built and the natural environment. Closely observe things through a variety of means including photographs.
	<ul style="list-style-type: none"> Notice and comment on patterns. Show an awareness of change. 	<ul style="list-style-type: none"> The changes and patterns that children notice. 	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, for example rubbings from grates, covers, bricks. 	<ul style="list-style-type: none"> Give opportunities to record findings by, for example, drawing, writing, making a model and photographing.






Knowledge and Understanding of the World

Exploration and Investigation

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
Early learning goals	<ul style="list-style-type: none"> ■ Investigate objects and materials by using all of their senses as appropriate. ■ Find out about, and identify, some features of living things, objects and events they observe. ■ Look closely at similarities, differences, patterns and change. ■ Ask questions about why things happen and how things work. 	<ul style="list-style-type: none"> ■ Instances of children identifying features of living things or objects. ■ Children looking closely at things in the environment. ■ Instances of children investigating everyday events, like why the bike stops when the brakes are pressed. 	<ul style="list-style-type: none"> ■ Encourage children to raise questions and suggest solutions and answers. ■ Examine change over time, for example growing, plants, and change that may be reversed, for example melting ice. 	<ul style="list-style-type: none"> ■ Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. ■ Encourage children to speculate on the reasons why things happen or how they work.


Knowledge and Understanding of the World







Designing and Making

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Investigate objects and materials. 	<ul style="list-style-type: none"> The objects that interest and engage babies' attention. 	<ul style="list-style-type: none"> Talk to babies about their interests and explore particular features of objects and materials, for example, their sounds. 	<ul style="list-style-type: none"> Provide objects that give young babies opportunities to explore textures, shapes and sizes.
	<ul style="list-style-type: none"> Show curiosity and interest in things that are built up and fall down and that open and close. 	<ul style="list-style-type: none"> How babies handle and arrange objects such as blocks or bricks. 	<ul style="list-style-type: none"> Talk about the way things balance or what happens when a structure falls down. 	<ul style="list-style-type: none"> Provide a range of resources that babies can use in their play that encourage their interest in balancing and building things.
	<ul style="list-style-type: none"> Are interested in pushing and pulling things and begin to build structures. 	<ul style="list-style-type: none"> The things young children enjoy building, closing and opening, or pushing and pulling. 	<ul style="list-style-type: none"> Offer a commentary on what young children are doing, describing actions such as "You neatly managed it then by pressing your finger on that red button." 	<ul style="list-style-type: none"> Provide a range of items to inspire young children's curiosity, ensuring that their investigations are conducted safely.
	<ul style="list-style-type: none"> Are curious and interested in making things happen. 	<ul style="list-style-type: none"> How children investigate by, for example, taking all the cushions from several areas, piling them up and jumping on top of them. 	<ul style="list-style-type: none"> Recognise that children's investigations may appear futile, but that a child may be on the brink of an amazing discovery as they meticulously place more and more things on top of one another. 	<ul style="list-style-type: none"> Add to resources of particular interest to a child so that there is sufficient for their sustained interest for a short time.
	<ul style="list-style-type: none"> Investigate various construction materials. Realise tools can be used for a purpose. Join construction pieces together to build and balance. Begin to try out a range of tools and techniques safely. 	<ul style="list-style-type: none"> How children are using tools, for example, using a stick to make holes in playdough. How children link experiences and use their knowledge to design and make things. Children's developing skills in using tools, including which tools they use for particular tasks. 	<ul style="list-style-type: none"> Introduce children to appropriate tools for different materials. Provide for and support children in the use of a range of construction materials, including construction kits containing a variety of shapes, sizes and ways of joining. 	<ul style="list-style-type: none"> Provide ideas and stimuli for children, for example, photographs, books, visits, close observation of buildings. Provide a range of tools, for example, scissors, hole punch, stapler, junior hacksaw, glue spreader, rolling pin, cutter, knife, grater, and encourage children to use the correct names of tools.

Knowledge and Understanding of the World






Designing and Making

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Construct with a purpose in mind, using a variety of resources. ■ Use simple tools and techniques competently and appropriately. ■ Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. ■ Select the tools and techniques they need to use to shape, assemble and join materials they are working with. 	<ul style="list-style-type: none"> ■ The ways that children make things, for example, a child might use scissors, glue, string and a hole punch to make a bag to carry some things home. ■ How children construct for their own purposes. ■ How they modify a design when they assess its fitness for the purpose they have in mind. 	<ul style="list-style-type: none"> ■ Discuss purposes of design and making tasks. ■ Teach joining, measuring, cutting and finishing techniques and their names. ■ Encourage their evaluations, helping them to use words to explain such as 'longer', 'shorter', 'lighter'. 	<ul style="list-style-type: none"> ■ Make links with children's experiences to provide opportunities to design and make things, such as a ladder for Anansi. ■ Provide opportunities for children to practise skills, initiate and plan simple projects, and design their own solutions in the design and making process. ■ Ensure that the organisation of workshop areas allows children real choice of techniques, materials and resources.

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Show interest in toys and resources that incorporate technology. 	<ul style="list-style-type: none"> What interests babies. 	<ul style="list-style-type: none"> Talk about the features of items that interest them – a toy rabbit's floppy ears or a bear with a rumbling tummy. 	<ul style="list-style-type: none"> Provide a range of playthings that excite babies' attention, including battery-operated mobiles, wind-up radios.
	<ul style="list-style-type: none"> Explore things with interest and sometimes press parts or lift flaps to achieve effects such as sounds, movements or new images. 	<ul style="list-style-type: none"> How babies begin to explore technology in toys and personal items, for example, pressing a button or lifting the spout on a drinking cup. 	<ul style="list-style-type: none"> Share observations with parents so that you can compare notes. 	<ul style="list-style-type: none"> Have available robust resources with knobs, flaps, keys, or shutters. Find out from parents about their baby's interests.
	<ul style="list-style-type: none"> Show interest in toys with buttons and flaps and are beginning to understand what these things do. 	<ul style="list-style-type: none"> The ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. 	<ul style="list-style-type: none"> Talk about the effect of children's actions, as they investigate what things can do. 	<ul style="list-style-type: none"> Incorporate technology resources which children recognise into their play.
	<ul style="list-style-type: none"> Show an interest in ICT. 	<ul style="list-style-type: none"> How children use the control technology of toys, for example, a toy electronic keyboard. 	<ul style="list-style-type: none"> Talk about ICT apparatus, what it does, what they can do with it and how to use it with safety. Let children copy their own pictures on the photocopier. 	<ul style="list-style-type: none"> Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
	<ul style="list-style-type: none"> Know how to operate simple equipment. 	<ul style="list-style-type: none"> The skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. 	<ul style="list-style-type: none"> Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision. 	<ul style="list-style-type: none"> When out in the locality ask children to help to press the button at the crossing, or speak into an intercom to tell somebody you have come back to the setting.
	<ul style="list-style-type: none"> Complete a simple programme on a computer. Use ICT to perform simple functions, such as selecting a channel on the TV remote control. Find out about and identify the use of everyday technology and use information and communication technology and programmable toys to support their learning. 	<ul style="list-style-type: none"> How children coordinate actions to select the correct temperature on a microwave or to direct-dial a telephone number. 	<ul style="list-style-type: none"> Teach and encourage children to click on different icons to cause things to happen in a computer programme. Ensure safe use of all ICT apparatus and make appropriate risk assessments for their use. 	<ul style="list-style-type: none"> Have a range of programmable toys, as well as equipment involving ICT, such as PCs.
Early learning goal				


Knowledge and Understanding of the World

Time, Place and Communities: Time

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> React to sounds, sights and actions with anticipation. 	<ul style="list-style-type: none"> The sounds and actions that interest young babies, for example, seeing a bottle, hearing bath water running. 	<ul style="list-style-type: none"> Talk about what you are doing as you prepare a feed or a bath. 	<ul style="list-style-type: none"> Provide pictures or photographs of things associated with regular routines.
	<ul style="list-style-type: none"> Get to know daily routines, such as getting up time, mealtimes, nappy time, and bed time. 	<ul style="list-style-type: none"> Children's response to the events of the day. 	<ul style="list-style-type: none"> Spend time talking about pictures of babies eating, sleeping, bathing, and playing. 	<ul style="list-style-type: none"> Ask parents about significant events in their babies' day and how these are talked about, for example, "boboos" for sleep/bedtime; "din din" for dinner time.
	<ul style="list-style-type: none"> Associate a sequence of actions with daily routines. 	<ul style="list-style-type: none"> Actions that show that young children understand the sequence of routines, for example, going to the cloakroom area when you say it is time to go outside. 	<ul style="list-style-type: none"> Let young children know that you understand their routines. Talk them through the things you do as you get things ready. 	<ul style="list-style-type: none"> Collect stories that focus on the sequence of routines, for example, getting dressed: "How do I put it on?"
	<ul style="list-style-type: none"> Recognise some special times in their lives and the lives of others. 	<ul style="list-style-type: none"> The special events that children experience in the home and in the setting. 	<ul style="list-style-type: none"> Make a diary of photographs to record a special occasion. 	<ul style="list-style-type: none"> Provide opportunities for children to work through routines in role-play, such as putting baby to bed.
	<ul style="list-style-type: none"> Remember and talk about significant things that have happened to them. Show interest in the lives of people familiar to them. 	<ul style="list-style-type: none"> How children remember and recount a significant event, like finding a dead jellyfish at the beach. The comparisons children make about what they can do now with what they could do when they were younger. 	<ul style="list-style-type: none"> Encourage role-play of events in children's lives. Talk about and show interest in children's lives and experiences. Model the use of language of time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'. Encourage discussion of important events in the lives of people children know, such as their family. Encourage children to use the vocabulary of time in discussions. Make books of events in settings, for example, summer fair, building a climbing frame, shopping expedition, learning about a festival. 	<ul style="list-style-type: none"> Plan time when children can discuss past events in their lives, such as what they did in the holidays, where they went to have a splinter removed from their hand. Ask parents to share photographs from home that show things such as a sunflower that their child took home from school in a pot, which has now grown taller than them.






Time, Place and Communities: Time

Knowledge and Understanding of the World

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goal</p>	<ul style="list-style-type: none"> ■ Begin to differentiate between past and present. ■ Find out about past and present events in their own lives, and in those of their families and other people they know. 	<ul style="list-style-type: none"> ■ How children refer to past events, such as the last time they visited the swimming baths. ■ How a child compares toys used by her grandmother when she was a girl with her own toys. 	<ul style="list-style-type: none"> ■ Observe changes in the environment, for example, through the seasons or as a building extension is built. ■ Sequence events, for example photographs of children from birth. ■ Use stories that introduce a sense of time and people from the past. ■ Encourage children to ask questions about events in each other's lives in discussions, and explore these experiences in role-play. ■ Compare artefacts of different times, for example, garden and household tools. 	<ul style="list-style-type: none"> ■ Provide long-term growing projects, for example, sowing seeds or looking after chicken eggs. ■ Provide reference material for children to use, for example, photographs, books, interviewing visitors.


Knowledge and Understanding of the World

Time, Place and Communities: Place

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Explore the space around them through movements of hand and feet and by rolling. 	<ul style="list-style-type: none"> The movements that young babies make. 	<ul style="list-style-type: none"> Encourage young babies' movements through your interactions, for example, touching their fingers and toes and showing delight at their kicking and waving. 	<ul style="list-style-type: none"> Provide spaces that give young babies different views of their surroundings, such as a soft play area, with different levels to explore.
	<ul style="list-style-type: none"> Love to be outside and closely observe what animals, people and vehicles do. 	<ul style="list-style-type: none"> How babies explore space, objects and features of the environment. 	<ul style="list-style-type: none"> Draw attention to things in different areas that stimulate interest, such as a patterned surface. 	<ul style="list-style-type: none"> Display and talk about photographs of babies' favourite places.
	<ul style="list-style-type: none"> Are curious about the environment. 	<ul style="list-style-type: none"> Responses to sights, sounds and smells in the environment and what they like about playing outside. 	<ul style="list-style-type: none"> Encourage young children to explore puddles, trees and surfaces such as grass, concrete, pebbles. 	<ul style="list-style-type: none"> Develop use of the outdoors so that young children can investigate its features, for example, a mound, a path, a wall.
	<ul style="list-style-type: none"> Enjoy playing with small-scale models, such as a farm, a garage or a train track. 	<ul style="list-style-type: none"> The things children say about their environments. 	<ul style="list-style-type: none"> Tell stories about places and journeys, for example, 'Fosie's Walk'. 	<ul style="list-style-type: none"> Provide story and information books about places, such as a zoo or the beach.
	<ul style="list-style-type: none"> Show an interest in the world in which they live. Comment and ask questions about where they live and the natural world. 	<ul style="list-style-type: none"> How children show an interest in things they see whilst out on a walk. The questions children ask about features of the built environment, such as road signs. 	<ul style="list-style-type: none"> Arouse awareness of features of the environment in the setting and immediate local area, for example make visits to shops or park. Introduce vocabulary to enable children to talk about their observations and to ask questions. 	<ul style="list-style-type: none"> Plan time for visits to the local area. Provide play maps and small-world equipment for children to create their own environments.






Knowledge and Understanding of the World

Time, Place and Communities: Place

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Notice differences between features of the local environment. ■ Observe, find out about and identify features in the place they live and the natural world. ■ Find out about their environment, and talk about those features they like and dislike. 	<ul style="list-style-type: none"> ■ Children's comments as they talk about the different shapes of windows and sizes of buildings on a walk to the shops. ■ How children connect photographs to places in their local environment and can work out a route from the local shop to their setting. ■ How children talk about such things as how the flower baskets improve the local area and how the litter makes it look untidy. 	<ul style="list-style-type: none"> ■ Use appropriate words, for example, 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. ■ Help children to find out about the environment by talking to people, examining photographs and simple maps, and visiting local places. ■ Encourage children to express opinions on natural and built environments and give opportunities for children to hear different points of view on the quality of the environment. ■ Encourage the use of words that help children to express opinions, for example, 'busy', 'quiet', 'pollution'. 	<ul style="list-style-type: none"> ■ Provide stories that help children to make sense of different environments. ■ Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of the area and imaginary landscapes. ■ Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.


Knowledge and Understanding of the World

Time, Place and Communities: Communities

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Concentrate intently on faces and enjoy interaction. 	<ul style="list-style-type: none"> How young babies respond to your attention. 	<ul style="list-style-type: none"> Provide support for young babies when they are not with their 'key person', to give them manageable experiences with others, for example, ensure that others know a young baby's special characteristics and preferences. 	<ul style="list-style-type: none"> Ask parents to share photographs from home and place photographs of special people where babies can see them.
	<ul style="list-style-type: none"> Recognise special people. 	<ul style="list-style-type: none"> Differences in the ways that babies respond to and communicate with adults and other children. 	<ul style="list-style-type: none"> Nurture babies' sense of themselves, whilst also helping them to feel that they belong to the group, for example, saying "This is Max's cup and there is a cup for Earl, Frankie and Lacey too." 	<ul style="list-style-type: none"> Collect and share some stories and songs that parents and babies use at home.
	<ul style="list-style-type: none"> Are curious about people and show interest in stories about themselves and their family. 	<ul style="list-style-type: none"> Young children's questions about differences such as skin colour, hair, friends. 	<ul style="list-style-type: none"> Talk to young children about the important people in their lives. 	<ul style="list-style-type: none"> Give opportunities for talk with other children, visitors and adults.
	<ul style="list-style-type: none"> Are interested in others and their families. 	<ul style="list-style-type: none"> How children play, socialise and talk about family life. 	<ul style="list-style-type: none"> Encourage children to take on different roles during role-play. 	<ul style="list-style-type: none"> Provide a soft toy for children to take home overnight, in turn. Talk with children about what the toy has done during these excursions.
	<ul style="list-style-type: none"> Express feelings about a significant personal event. Describe significant events for family or friends. 	<ul style="list-style-type: none"> How children respond to a significant event, such as the birth of a baby or the death of a pet. The ways children recall special events such as a wedding they have attended. 	<ul style="list-style-type: none"> Introduce language that describes emotions, for example, 'sad', 'happy', 'angry', 'lonely', in conversations when children express their feelings about special events. Use group times to share events in children's lives. Listen carefully and ask questions that show respect for children's individual contributions. Explain the significance of special events to children. 	<ul style="list-style-type: none"> Plan time to listen to children wanting to talk about significant events and give them time to formulate thoughts and words to express feelings. Provide ways of preserving memories of special events, for example, making a book, collecting photographs, tape recording, drawing and writing. Invite parents from other countries or parts of the UK to bring in photos or objects relating to their home towns.

Knowledge and Understanding of the World

Time, Place and Communities: Communities

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Gain an awareness of the cultures and beliefs of others. ■ Begin to know about their own cultures and beliefs and those of other people. 	<ul style="list-style-type: none"> ■ The interest children show in the stories, music and dance from a range of cultures. ■ How children talk about the practices and beliefs of their friends, for example, Paula explains to her mum that her friend is lighting candles at home to celebrate Hanukkah. 	<ul style="list-style-type: none"> ■ Introduce children to a range of cultures and religions, for example, tell stories, listen to music, dance, eat foods from a range of cultures and use resources in role-play that reflect a variety of cultures, such as clothes, symbols, candles and toys. ■ Look at pictures and videos of the cultures of children within the setting and other cultures outside children's experience of cultures and beliefs, for example, by looking at books, listening to simple short stories in various languages, handling artefacts, inviting visitors to the setting from a range of religious and ethnic groups, and visiting local places of worship and cultural centres where appropriate. 	<ul style="list-style-type: none"> ■ Provide opportunities for children to sample food from a variety of cultures, such as a traditional Caribbean dish. ■ Provide books that show a range of languages, dress and customs.

Physical Development

Requirements

Practitioners must encourage the physical development of babies and young children through offering opportunities for them to learn through being active and interactive, improving their skills of coordination, control, manipulation and movement. Practitioners must support children in using all of their senses to learn about the world around them and to make connections between new information and what they already know. Practitioners must support children in developing an understanding of the importance of making healthy choices in relation to food.

What Physical Development means for children

Physical development is inseparable from all other Areas of Learning and Development, because children learn by being active, in all areas.

Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children to develop a positive sense of well-being.





How settings can effectively implement this Area of Learning and Development


To give all children the best opportunities for effective physical development, practitioners should give particular attention to:

- planning activities which offer appropriate physical challenges;
- providing sufficient space, indoors and outdoors, to set up relevant activities;
- giving sufficient time for children to use a range of equipment and to persist and learn from their mistakes;
- providing resources that can be used in a variety of ways, or to support specific skills;
- introducing the language of movement to children, alongside their actions;
- providing time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working in partnership with relevant specialists such as physiotherapists and occupational therapists;
- using additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities;
- treating mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices;
- providing time to support understanding of the roles that exercise, eating, sleeping, and hygiene have in promoting good health.

Physical Development


Movement and Space

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Make movements with arms and legs which gradually become more controlled. Use movement and sensory exploration to link up with their immediate environment. 	<ul style="list-style-type: none"> How young babies begin to explore through their bodily movements. The physical skills that young babies use to make contact with people and objects. 	<ul style="list-style-type: none"> Let babies kick and stretch freely. Encourage babies to explore the space near them by putting interesting things beside them, such as crinkly paper, or light, soft material. 	<ul style="list-style-type: none"> Have well-planned areas that allow babies maximum space to move, roll and stretch in safety. Plan activities and space where babies are free to move, roll, stretch and explore.
	<ul style="list-style-type: none"> Make strong and purposeful movements, often moving from the position in which they are placed. Use their increasing mobility to connect with toys, objects and people. 	<ul style="list-style-type: none"> The way young babies coordinate actions to move around the space. What they like to try to reach. 	<ul style="list-style-type: none"> Engage babies in varied physical experiences, such as bouncing, rolling and splashing, both indoors and outdoors. Encourage babies to notice other babies and children coming and going near to them. 	<ul style="list-style-type: none"> Provide novelty in the environment that encourages babies to use all of their senses as they explore space and movements. Have bells, pompoms, soft balls fixed from above, so that babies can push them and watch them move.
	<ul style="list-style-type: none"> Have a biological drive to use their bodies and develop their physical skills. Express themselves through action and sound. Are excited by their own increasing mobility and often set their own challenges. 	<ul style="list-style-type: none"> How they move around and the skills they develop, such as pulling to stand. How young children move with their whole bodies to show their excitement, interest, amusement or annoyance. The ways in which young children are developing skills, sometimes creeping, crawling, jumping or walking. 	<ul style="list-style-type: none"> Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas. Use music to stimulate exploration with rhythms of movement. Anticipate young children's exuberance and ensure the space is clear and suitable for their rapid and sometimes unpredictable movements. 	<ul style="list-style-type: none"> Provide young children who have physical disabilities with equipment that is easily accessed and resources that meet their individual needs. Tell stories that encourage children to think about the way they move. Provide different arrangements of toys and soft play materials to encourage crawling, hiding and peeping.
	<ul style="list-style-type: none"> Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them. 	<ul style="list-style-type: none"> The ways in which they manage themselves to avoid collisions. 	<ul style="list-style-type: none"> Be aware that vigorous activity may be brief and that movement needs to be followed by periods of relaxation and rest. 	<ul style="list-style-type: none"> Remember that outdoor exploration and testing of physical abilities is important for all children.

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Move spontaneously within available space. Respond to rhythm, music and story by means of gesture and movement. Can stop. Manage body to create intended movements. Combine and repeat a range of movements. 	<ul style="list-style-type: none"> How a child responds in play to seeing an aeroplane flying overhead, like Sean, who put out his arms and ran round waving them whilst making engine noises, before he stopped and lay down remarking that the plane “has landed”. 	<ul style="list-style-type: none"> Give as much opportunity as possible for children to move freely between indoor and outdoor spaces. Talk to children and help them to explore new ways of moving. Encourage children to move, using a range of body parts, and to perform given movements at more than one speed, such as quickly, slowly, or on tiptoe. Encourage body tension activities such as stretching, reaching, curling, twisting and turning. Introduce the vocabulary of spatial relationships, with prepositions such as ‘between’, ‘through’ and ‘above’. Be alert to the safety of children, particularly those who might overstretch themselves. 	<ul style="list-style-type: none"> Provide safe spaces, undertake risk assessment, create ‘zones’ for some activities, explain safety to both children and parents. Plan to respect individual progress and preoccupations, allow time for exploration and for children to practise movements they choose. Provide real and role-play opportunities for children to create pathways, for example road layouts, taking the ‘baby’ in the pushchair to the home corner, ‘going on a picnic’, taking a message from one adult to another and acting out a story about a real or imaginary journey.
	<ul style="list-style-type: none"> Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Use movement to express feelings. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Sit up, stand up and balance on various parts of the body. Demonstrate the control necessary to hold a shape or fixed position. Mount stairs, steps or climbing equipment using alternate feet. 	<ul style="list-style-type: none"> How children move enthusiastically, perhaps using their arms and legs in a spontaneous dance, or shaking their heads in time to music, when they are sad, happy or excited. The skills with which children negotiate turns or obstacles as they move at speed in their play. Children’s increasing confidence to control their bodies. Some of the strategies children find to avoid banging into one another as they negotiate space. Examples of ways some children avoid invading other children’s personal space when they are playing. 	<ul style="list-style-type: none"> Teach skills which will help children to keep themselves safe, for example, responding rapidly to signals including visual signs and notes of music, role-play with road layouts. Teach and encourage children to use the vocabulary of controlled effort, for example ‘strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’. Be alert to sources of conflict and help children to agree on ways to resolve them, for example by agreeing a time for each child’s turn on equipment. 	<ul style="list-style-type: none"> Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. Provide balancing challenges, for example walking along a chalk line – straight and then twisty or on a slightly raised surface. Plan games to encourage children to move and then stop, like ‘red light’, where the person who is ‘on’ can catch anybody who is moving after they stop counting.

Physical Development

Movement and Space

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors. ■ Judge body space in relation to spaces available when fitting into confined spaces or negotiating holes and boundaries. ■ Show respect for other children's personal space when playing among them. ■ Persevere in repeating some actions/attempts when developing a new skill. ■ Collaborate in devising and sharing tasks, including those which involve accepting rules. 	<ul style="list-style-type: none"> ■ Efforts to try something. ■ The ideas that children suggest to make things 'fair'. 	<ul style="list-style-type: none"> ■ Talk about why care should be taken when moving freely, and help children to remember some simple rules to remind them how to move about without endangering themselves or others. ■ Praise children's efforts when they think about others, try to do something when success isn't immediate or collaborate in tasks. ■ Tell parents about their children's efforts. 	<ul style="list-style-type: none"> ■ Mark out boundaries for some activities so that children can more easily regulate their own activities. ■ Provide sufficient materials for children to share, for example more than one engine with the train track. ■ Share stories about children or animals that show respect for others. ■ Take photographs to put in a book about 'Me and the things I can do'.
	<ul style="list-style-type: none"> ■ Go backwards and sideways as well as forwards. ■ Experiment with different ways of moving. ■ Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ■ Jump off an object and land appropriately. ■ Manipulate materials and objects by picking up, releasing, arranging, threading and posting them. ■ Show increasing control over clothing and fastenings. 	<ul style="list-style-type: none"> ■ The different ways children find of moving across and off and on objects. ■ How they combine movements to make simple sequences. ■ The variety of skills children use to manipulate materials and objects. ■ Children's strategies, efforts and achievements in fastening and unfastening items, such as containers, clothing, cupboards. ■ The way children recognise the need to take account of space when they plan to do things such as building and demolishing a tower. ■ How children begin to anticipate the potential effects of their actions on others by what they say or do. 	<ul style="list-style-type: none"> ■ Encourage children to use the vocabulary of movement, such as 'gallop' and 'slither'; of instruction, such as 'follow', 'lead' and 'copy'; and of feeling, such as 'anger', 'excitement', 'anxiety' and 'affection'. ■ Give individual children opportunities and encouragement to build up the skills which lead to personal autonomy, such as dressing and undressing and using knives/forks/chopsticks. ■ Talk with children about body parts and bodily activity, teaching the vocabulary of body parts. ■ Help children to think about how their movements and actions can impact on others. 	<ul style="list-style-type: none"> ■ Provide objects that can be handled safely, including small-world toys, construction sets, threading and posting toys, dolls' clothes, material for collage and shapes. ■ Provide safe mirrors for role-play and encourage children to talk about what they see. ■ Use action rhymes such as 'Head, shoulders, knees and toes' and 'Tommy Thumb' or 'This is the way we comb our hair'. ■ Ensure that there are opportunities to use and enjoy space in and out of doors, and that children know the rules for being safe in different spaces.


Physical Development

Development matters

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
<p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Show a clear and consistent preference for the left or right hand. ■ Show awareness of space, of themselves and of others. ■ Move with confidence, imagination and in safety. ■ Move with control and coordination. ■ Travel around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> ■ The ways children manage themselves safely. ■ The ways children negotiate equipment by, for example, balancing, climbing, sliding or slithering. ■ Children's preferred hand for putting on clothes, using a paintbrush, throwing a ball. ■ How strong children's wrists and arms are. ■ How much fine motor control children have when using a pencil or a brush. 	<ul style="list-style-type: none"> ■ Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve them. ■ Talk with children about their actions and encourage them to think about and practise the way they move and use resources, for example, carrying a book can be done with one hand, a jug of water may need two, the floor is safe to roll over but a narrow bench may need hands and feet. ■ Talk with children about different spaces so that they are aware of the need to match their actions to the space they are in. ■ Take time to review individual needs for space and equipment for a child who may require modifications to either or both. 	<p>Movement and Space</p> <ul style="list-style-type: none"> ■ Provide an obstacle course with an overhead ladder, a tunnel, a bench and a mat. ■ Provide what children will need to get ready when they are 'Going on a bear hunt'. Help them remember the actions of the story outdoors, and think about the different ways of moving and ways of avoiding bumping into each other. ■ Provide a range of left-handed tools for children who need them, especially left-handed scissors; ensure that the space is adequate for the needs of individuals.



Physical Development

Health and Bodily Awareness

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Thrive when their nutritional needs are met. Respond to and thrive on physical contact. 	<ul style="list-style-type: none"> Young babies' hunger patterns and how they regulate the speed and intensity with which they suck. How they show they are relaxed when they feel safe and cared for. 	<ul style="list-style-type: none"> Talk to parents about the feeding patterns of young babies. Talk to young babies as you stroke their cheek, or pat their back, reminding them that you are there and they are safe. 	<ul style="list-style-type: none"> Plan feeding times that take account of the individual and cultural feeding needs of young babies. Introduce baby massage sessions that make young babies feel nurtured and promote a sense of well-being.
	<ul style="list-style-type: none"> Need rest and sleep, as well as food. Focus on what they want as they begin to crawl, pull to stand, creep, shuffle, walk or climb. 	<ul style="list-style-type: none"> How babies' behaviour changes as they get tired and require sleep. The ways in which babies indicate that they need help. 	<ul style="list-style-type: none"> Help children to enjoy their food by combining favourites with new tastes and textures. Make space for young children to be able to pull themselves up, shuffle, or walk, ensuring that they are safe at all times, while not restricting their explorations. Be aware that babies have little sense of danger, when their interests are focused on getting something they want. 	<ul style="list-style-type: none"> Provide a comfortable, accessible place where babies can rest or sleep when they want to. Plan alternative activities for babies who do not need sleep at the same time as others do. Provide safe surroundings in which children have freedom to move as they want, while being kept safe by watchful adults.
	<ul style="list-style-type: none"> Show some awareness of bladder and bowel urges. Develop their own likes and dislikes in food, drink and activity. Practise and develop what they can do. 	<ul style="list-style-type: none"> Young children's interest in bodily functions and when they communicate their needs. The choices young children make, for example asking for the same story time and again. Patterns of play, such as repeatedly climbing onto and off a step. 	<ul style="list-style-type: none"> Support parents' routines with young children's toileting by having flexible routines and by encouraging children's efforts at independence. Value children's choices while encouraging them to try something new. Involve young children in the preparation of food. Encourage repetition in movements and sensory experiences. 	<ul style="list-style-type: none"> Offer choices for children in terms of potties, trainer seats or steps. Establish routines that enable children to look after themselves, for example, putting their clothes and aprons on hooks, washing themselves. Create time to discuss options so that young children really do have choices, such as whether they will drink water, juice or milk. Be clear how the environment (setting and adults) supports or might limit young children's exploration of space. Ensure children's safety, while not unduly inhibiting their risk-taking.


Physical Development

Health and Bodily Awareness

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Communicate their needs for things such as food, drinks and when they are uncomfortable. 	<ul style="list-style-type: none"> The signs, gestures or words young children use to convey what their needs are at any time. 	<ul style="list-style-type: none"> Give children the chance to talk about what they like to eat and to learn about each other's preferences. Remember that children who have limited opportunity to play outdoors may lack a sense of danger. 	<ul style="list-style-type: none"> Display a colourful daily menu showing meals and snacks and discuss choices with the children, reminding them, for example, that they tried something on another day and might like to try it again.
	<ul style="list-style-type: none"> Show awareness of own needs with regard to eating, sleeping, and hygiene. Often need adult support to meet those needs. Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene. Observe the effects of activity on their bodies. 	<ul style="list-style-type: none"> When children recognise their own needs, such as when they tell you their lace is undone and need your help to tie it up. The ways children demonstrate understanding of healthy practices like saying they need a tissue, or putting a cup in the sink ready to be washed. How some children say they need a rest or a drink after a burst of activity. 	<ul style="list-style-type: none"> Talk to children about why you encourage them to rest when they are tired or why they need to wear wellingtons when the garden is muddy. Create opportunities for moving towards independence, for example having hand-washing facilities safely within reach, and support children making decisions for themselves about choice of food, for example. 	<ul style="list-style-type: none"> Provide a cosy place with a cushion and a soft light where a child can rest quietly if they feel the need. Plan so that children can be active in a range of ways, including while using a wheelchair.




Physical Development

Health and Bodily Awareness

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Recognise the importance of keeping healthy, and those things which contribute to this. Recognise the changes that happen to their bodies when they are active. 	<ul style="list-style-type: none"> When children indicate that they are hungry or need to wash their hands before starting to cook. Children's familiarity with hygienic practices, such as throwing tissues in a bin. Children's understanding of what they need to do to maintain health, for example, a child telling others they are going to the dentist for a check up because "I need to have a check up to keep my teeth strong." Children talking about and feeling their hearts beating after running, without prompting from an adult. 	<ul style="list-style-type: none"> Promote awareness by talking to children about exercise and its effect on their bodies. Help children to understand the thinking behind the good practices they are encouraged to adopt. Be aware of specific health difficulties among the children in the group, such as allergies. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. Find ways of involving children so that they are all able to be active in ways that interest them and match their health and ability. Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. 	<ul style="list-style-type: none"> Ensure that children who get out of breath will have time to recover. Place water containers strategically so that children can find them easily and have a drink when they feel the need. Plan opportunities for children to talk about any particular issues they have, supporting them where necessary.



Physical development

Using Equipment and Materials

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Watch and explore hands and feet. Touch and begin to hold objects. 	<ul style="list-style-type: none"> The way young babies' eyes follow the movements of their fingers and toes. How young babies grasp and clutch at anything in reach. 	<ul style="list-style-type: none"> Play games, such as offering a small toy and taking it again to rattle, or sail through the air. Encourage young babies in their efforts to gradually share control of the bottle. 	<ul style="list-style-type: none"> Have baskets of small colourful toys near to where you feed a young baby, or attached to the pram, buggy or soft chair. Provide a range of everyday objects to be sucked, pulled, squeezed and held, to encourage development of fine motor skills.
	<ul style="list-style-type: none"> Imitate and improvise actions they have observed, such as clapping and waving. Become absorbed in putting objects in and out of containers. Enjoy the sensory experience of making marks in damp sand, paste, paint. This is particularly important for babies who have a visual impairment. 	<ul style="list-style-type: none"> Babies' actions such as clapping, pointing, grasping and dropping things. The ways babies pat, pinch and grasp sand, paste or paint. 	<ul style="list-style-type: none"> Use feeding, changing and bathing times to enjoy finger play, such as 'Round and round the garden'. Show babies different ways to make marks in dough or paint by swirling, poking or patting it. 	<ul style="list-style-type: none"> Provide resources that stimulate babies to handle and manipulate things; for example, toys with buttons to press or books with flaps to open. Use gloop (cornflour and water) in small trays so that babies can enjoy putting fingers into it and lifting them out.
	<ul style="list-style-type: none"> Use tools and materials for particular purposes. Begin to make and manipulate objects and tools. 	<ul style="list-style-type: none"> Ways babies prefer to eat their food, such as grasping a spoon, using their fingers, or holding a fork. How young children begin to recognise the conventional uses of some objects, like a cup for drinking. 	<ul style="list-style-type: none"> Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves. Help young children to find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paint brush, a teapot in the home corner. 	<ul style="list-style-type: none"> Provide materials that enable children to help with chores such as sweeping, pouring, digging, feeding pets. Provide sticks, rollers and moulds for young children to use in dough, clay or sand.


Physical development

Using Equipment and Materials

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Balance blocks to create simple structures. Show increasing control in gripping and using hammers, books, beaters and mark-making tools. 	<ul style="list-style-type: none"> How children are developing fine movements of their fingers and hands to grip, twist, bang, make marks. 	<ul style="list-style-type: none"> Encourage children in their efforts with such things as doing up buttons or pouring a drink. 	<ul style="list-style-type: none"> Resource the home play area with such things as cooking utensils and babies' clothes so that children can handle tools and materials meaningfully in their imaginative play. Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.
	<ul style="list-style-type: none"> Operate equipment by means of pushing and pulling movements. Engage in activities requiring hand-eye coordination. Use one-handed tools and equipment. Construct with large materials such as cartons, long lengths of fabric and planks. Show increasing control in using equipment for climbing, scrambling, sliding and swinging. Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities. Understand that equipment and tools have to be used safely. 	<ul style="list-style-type: none"> The ways children manage to make things work successfully, such as when they wheel a buggy, turn a whisk, or 'vacuum' the carpet. The things that inspire children to want to create or construct. This might be because they have been saving boxes at home and have brought them in, or perhaps because they want to build a structure they have heard about in a story – Rapunzel's tower, or a TV for the home corner. Children's skills in fixing, creating play worlds and using materials and equipment safely and appropriately. 	<ul style="list-style-type: none"> Meet needs that are not likely to be met outside, for example because of the lack of safe outdoor play space in homes and the local community. Teach children the skills they need, for example cutting with scissors, and plan opportunities for them to practise those skills. Check children's clothing for safety, for example ensuring that toggles on coats and hoods cannot get tangled in tricycle wheels. Regularly check resources for safety, for example, ensuring that fabric is clean and that planks are free from splinters or rough edges. Introduce the vocabulary of direction, including, where appropriate, clockwise and anticlockwise. 	<ul style="list-style-type: none"> Ensure that equipment is appropriate to the size and weight of children in the group. Plan to make equipment available and accessible to all children for the whole of the day or session, if possible. Provide a wide range of activities that give children the opportunity and motivation to practise manipulative skills, for example cooking, playing instruments. Provide a wide range of resources, including small wheeled vehicles, small-world toys, bean-bags, balls that bounce easily, or that are difficult to bounce; miniature resources in role-play areas, hoops, sticks, bats and skittles. Provide opportunities for children to sometimes use all their fingers or the whole hand, for example with finger-paints or cornflour, and sometimes use just one finger, for example when making patterns in damp sand.

Physical development

Using Equipment and Materials

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it. ■ Retrieve, collect and catch objects. ■ Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them. ■ Manipulate materials to achieve a planned effect. ■ Use simple tools to effect changes to the materials. ■ Show understanding of how to transport and store equipment safely. ■ Practise some appropriate safety measures without direct supervision. ■ Use a range of small and large equipment. ■ Handle tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> ■ Children's play patterns, identifying the ways they show interest in using a range of equipment and materials. ■ The different ways children explore and manipulate materials. ■ The tools children use to achieve effects. ■ Some of the ways children demonstrate their understanding of the need for handling equipment safely, such as when they hand carry a chair, ensuring they point its legs towards the ground. ■ How children use their skills when creating something they need in their play, or want to give to a friend. 	<ul style="list-style-type: none"> ■ Model collaboration in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. ■ Introduce and encourage children to use the vocabulary of manipulation, for example 'squeeze' and 'prod', and the language of description, for example 'spiky', 'silky', 'lumpy' and 'tall'. ■ Justify and explain why safety is an important factor in handling tools, equipment and materials and have sensible rules for everybody to follow. ■ Teach skills where necessary and then give children the chance to practise them. ■ Teach children how to use tools and materials effectively and safely. ■ Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. 	<ul style="list-style-type: none"> ■ Provide a wide range of materials including clay and more than one kind of dough. ■ Offer additional resources – tools, techniques, other materials – when the available tools are inadequate to achieve the desired effects. ■ Encourage children to help turn the role-play area into a cave, using rugs, large pieces of material and tables.

Creative Development

Requirements

Practitioners should extend children's creativity by supporting their curiosity, exploration and play. Practitioners must provide children with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

What Creative Development means for children





Creativity is fundamental to successful learning. Being creative enables babies and young children to make connections between one Area of Learning and Development and another.

How settings can effectively implement this Area of Learning and Development


To give all children the best opportunity for effective creative development, practitioners should give particular attention to:

- a stimulating environment in which creativity, originality and expressiveness are valued;
- a wide range of experiences and activities that children can respond to by using many senses;
- sufficient time for children to explore, develop ideas and finish working at their ideas;
- children feeling secure enough to take risks, make mistakes and be adventurous;
- valuing children's own ideas and not expecting them to reproduce someone else's picture, dance or model, for example;
- opportunities for children to express their ideas through a wide range of types of representation;
- resources from a variety of cultures to stimulate different ways of thinking;
- opportunities to work alongside artists and other creative adults;
- opportunities for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements;
- opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound;
- opportunities for children who cannot communicate by voice to respond to music in different ways, such as gestures;
- accommodating children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

Creative Development **Being Creative – Responding to Experiences, and Expressing and Communicating Ideas**






	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Use movement and sensory exploration to connect with their immediate environment. Respond to what they see, hear, feel, touch and smell. 	<ul style="list-style-type: none"> The creative movements of fingers, arms and bodies. Young children's favourite materials, music, lights and aromas. 	<ul style="list-style-type: none"> Use gentle touch to trace 'round and round the garden' or to play 'pat-a-cake' with young babies. Maintain the calm atmosphere of a light room or area by playing quiet music so that young children can rest from stimulation for short periods. 	<ul style="list-style-type: none"> Resources such as soft feathers, silk squares and pom-poms offer sensory interest to young babies. Change the environment from time to time by placing herbs like basil, parsley or sage in muslin bags for babies to squeeze or catch with their fingers.
	<ul style="list-style-type: none"> Express themselves through physical action and sound. Explore by repeating patterns of play. 	<ul style="list-style-type: none"> The ways that young children may repeat actions or make tuneful sounds as they climb steps, or up and down from a stool. 	<ul style="list-style-type: none"> Recognise children's repeated patterns of play and identify the way these occur in different activities, for example transporting sand to the home corner or blocks to the sand area. 	<ul style="list-style-type: none"> Introduce young children to light fabric curtains, full length mirrors and soft play cubes for hiding in, peeping at and crawling through.
	<ul style="list-style-type: none"> Seek to make sense of what they see, hear, smell, touch and feel. Begin to use representation as a form of communication. 	<ul style="list-style-type: none"> Word plays, signs, body language and gestures that young children use in response to their experiences. How a child may jump up and down or whirl around when they are excited, or eagerly engaged. 	<ul style="list-style-type: none"> Help children to value their creative responses by your interest in the way they move, represent or express their 'joie de vivre'. 	<ul style="list-style-type: none"> Provide props such as streamers for children to wave to make swirling lines, or place shiny mobiles made from disused CDs in the trees to whirl around in the wind.
	<ul style="list-style-type: none"> Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration. Explore and experience using a range of senses and movement. Capture experiences and responses with music, dance, paint and other materials or words. Develop preferences for forms of expression. 	<ul style="list-style-type: none"> The ways children make sense of their experiences by for example finding materials to make two wings each from large pieces of red paper after watching some ladybirds in the garden. The ways in which children explore materials, for example: James is twirling round and round making the clothes he wears from the dressing up rack flare out. As he does so, he calls to the practitioner, "Look at me, look at me!" The practitioner shows him how to use a scarf and a streamer to make swirling lines as he twists round. 	<ul style="list-style-type: none"> Provide appropriate materials, and extend children's thinking through involvement in their play, using questions thoughtfully and appropriately. Encourage children to describe their experiences. Be interested in children's responses, observing their actions and listening carefully. 	<ul style="list-style-type: none"> Ensure that there is enough time for children to express their thoughts, ideas and feelings in a variety of ways, such as in role-play, by painting and by responding to music. Encourage children to discuss and appreciate the beauty around them in nature and the environment.

Creative Development **Being Creative – Responding to Experiences, and Expressing and Communicating Ideas**

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goals</p>	<ul style="list-style-type: none"> ■ Talk about personal intentions, describing what they were trying to do. ■ Respond to comments and questions, entering into dialogue about their creations. ■ Make comparisons and create new connections. ■ Respond in a variety of ways to what they see, hear, smell, touch and feel. ■ Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments. 	<ul style="list-style-type: none"> ■ The connections children make as they respond to different experiences – remembering being cold at Divali and being cheered by the lights may make one child begin to dance like the flames of the Divali lamps. ■ How children respond to new experiences or how they respond differently to similar experiences, for example, a child may run around moving their arms rhythmically when they see or hear a train, or run along calling “train, train” as if they are trying to catch up with it, while another day they may want to draw, paint or represent the power of the train. ■ How children design and create, using their own ideas or developing those of others. 	<ul style="list-style-type: none"> ■ Support children in expressing opinions and introduce language such as ‘like’, ‘dislike’, ‘prefer’ and ‘disagree’. ■ Be alert to children’s changing interest and the way they respond to experiences differently when they are in a happy, sad or reflective mood. 	<ul style="list-style-type: none"> ■ Introduce language that enables children to talk about their experiences in greater depth and detail. ■ Provide children with examples of how other people have responded to experiences, engage them in discussions of these examples and help them to make links and connections. ■ Provide and organise resources and materials so children can make their own choices in order to express their ideas.


Creative Development

Exploring Media and Materials – 2D and 3D Representations

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Discover mark-making by chance, noticing for instance that fingers trailed through spilt juice can extend it. 	<ul style="list-style-type: none"> The way young babies respond when they touch or feel something like warm milk, or a fluffy toy. 	<ul style="list-style-type: none"> Talk to young babies about the sensations of different materials they feel, whether they are cold or warm, smooth or soft. 	<ul style="list-style-type: none"> Make a basket of things each baby likes to explore, one may prefer all the squashy things like sponges, soft toys or balls, another may prefer crinkly, noisy things.
	<ul style="list-style-type: none"> Explore and experiment with a range of media using whole body. 	<ul style="list-style-type: none"> What babies like to make marks in and the tools they use to make them. How babies move their whole body as they explore media. 	<ul style="list-style-type: none"> Encourage babies to make marks and to squeeze and feel media such as paint, gloop, dough and bubbles. 	<ul style="list-style-type: none"> Place big sheets of plastic or paper on the floor so that babies can be near or crawl on it to make marks or add materials using large motor movements, sprinkling, throwing or spreading paint, glue, torn paper or other materials.
	<ul style="list-style-type: none"> Create and experiment with blocks, colour and marks. 	<ul style="list-style-type: none"> The processes which children engage in as they explore and experiment with media. 	<ul style="list-style-type: none"> Accept wholeheartedly young children's creations and help them to see them as something unique and valuable. 	<ul style="list-style-type: none"> Make notes detailing the processes involved in a child's creations, to share with parents.
	<ul style="list-style-type: none"> Begin to combine movement, media or marks. 	<ul style="list-style-type: none"> The inventive ways in which children add, or mix media, or wallow in a particular experience. 	<ul style="list-style-type: none"> Be interested in the children's creative processes and talk to them about what they mean to them. 	<ul style="list-style-type: none"> Choose unusual or interesting materials and resources that inspire exploration – such as textured wall coverings, raffia, and string, translucent paper or water-based glues with colour added.
	<ul style="list-style-type: none"> Begin to be interested in and describe the texture of things. Explore colour and begin to differentiate between colours. Differentiate marks and movements on paper. Use their bodies to explore texture and space. 	<ul style="list-style-type: none"> Children's responses to paper and materials for a 'texture wall', notice how they touch them with their fingers and feel them against their cheeks to get a sense of their properties. Children's growing interest in and use of colour as they begin to find differences between colours. 	<ul style="list-style-type: none"> Make time and space for the children to express their curiosity and explore the environment using all of their senses. Talk to a child about a piece of wrinkled shiny paper which transfixes them by the effect of light hitting it. Talk to children about the colours they like and why they like them. 	<ul style="list-style-type: none"> Provide a wide range of materials, resources and sensory experiences to enable the children to explore texture. Introduce vocabulary to enable children to talk about their observations and experiences, for example, 'smooth', 'shiny', 'rough', 'prickly', 'flat', 'patterned', 'jagged', 'bumpy', 'soft' and 'hard'.

Exploring Media and Materials – 2D and 3D Representations

Creative Development

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> ■ Understand that they can use lines to enclose a space, then begin to use these shapes to represent objects. ■ Create three-dimensional structures. ■ Begin to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces. 	<ul style="list-style-type: none"> ■ How one child makes lots of 'spiral' marks and movements on their paper, or others imitate each other's movements. ■ How children begin to describe the objects they represent. ■ The patterns and structures children talk about or make. 	<ul style="list-style-type: none"> ■ Demonstrate, teach and model skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. ■ Introduce the language of dynamics, such as 'fast', 'slow', 'loud' and 'quiet' and of pitch, such as 'high' and 'low'. ■ Introduce children to a wide range of music and dance. ■ Make suggestions and ask questions to extend children's ideas of what is possible – for example, "I wonder what would happen if ..." ■ Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. 	<ul style="list-style-type: none"> ■ Provide a wide range of materials, resources and sensory experiences to enable the children to explore colour. ■ Provide a wide range of materials, resources and sensory experiences to enable the children to explore texture and space. ■ Document the processes children go through to create their own 'work'. ■ Provide a place where work in progress can be kept safely and talk to children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road.
	<ul style="list-style-type: none"> ■ Explore what happens when they mix colours. ■ Choose particular colours to use for a purpose. ■ Understand that different media can be combined to create new effects. ■ Experiment to create different textures. ■ Create constructions, collages, painting and drawings. ■ Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. 	<ul style="list-style-type: none"> ■ The inventive ways in which children mix colours. ■ The decisions that children make about colour choices. ■ How children drizzle glue over wool, or squirt pools of colour on spotted paper. 	<ul style="list-style-type: none"> ■ Help children to gain confidence in their own way of representing ideas. ■ Talk to children about ways of finding out what they can do with different media and what happens when they put different things together – such as sand, paint and sawdust. ■ Help children to develop a problem-solving approach to overcome hindrances as they explore possibilities that media combinations present. Offer advice and additional resources as appropriate. 	<ul style="list-style-type: none"> ■ Support children in mixing colours, joining things together and combining materials, demonstrating where appropriate. ■ Introduce different pieces of wood, stone, rock or sea weed for children to feel and discover. ■ Provide children with opportunities to use their skills and explore concepts and ideas through their representations.





Exploring Media and Materials – 2D and 3D Representations

Creative Development

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
<p>Early learning goal</p>	<ul style="list-style-type: none"> ■ Work creatively on a large or small scale. ■ Explore colour, texture, shape, form and space in two or three dimensions. 	<ul style="list-style-type: none"> ■ How children combine their creative knowledge and imagination to create something new, such as when a small group of children are using large blocks to represent their experience of a visit to the ferry port. Having constructed a large model that covers most of the carpeted area, they focus on the fine detail. After much discussion and negotiation they make arrows for the one-way system and a variety of signs and symbols. They tell the stories of the various people who will go on the ferry and are most concerned as to whether one family will get there on time. ■ The numerous ways in which children create and construct, and how their explorations lead to new understandings about media. 	<ul style="list-style-type: none"> ■ Alert children to changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, explaining cause and effect. 	<ul style="list-style-type: none"> ■ Have a ‘holding bay’ where 2D and 3D models and works can be retained for a period for children to enjoy, develop, or refer to.



Creative Development

Creating Music and Dance

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Respond to a range of familiar sounds, turning to a sound source such as a voice. 	<ul style="list-style-type: none"> The voices, sounds and music, such as lullabies that young babies respond to. 	<ul style="list-style-type: none"> Sing action rhymes such as 'this little piggy went to market' or clap and sing about something that you are doing, such as 'we're getting Mina ready for bed'. 	<ul style="list-style-type: none"> Select toys that will make different sounds, a wooden cylinder with a little bell, a small toy that squeaks and talk about the sounds babies hear when they mouth or hold them.
	<ul style="list-style-type: none"> Move their whole bodies to sounds they enjoy, such as music or a regular beat. 	<ul style="list-style-type: none"> The different ways babies move – patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms. 	<ul style="list-style-type: none"> Imitate familiar sounds like 'quack, quack', encouraging the baby to join in. 	<ul style="list-style-type: none"> Have a range of puppets that can glide along the floor, or dance around on the end of a fist in time to some lively music.
	<ul style="list-style-type: none"> Begin to move to music, listen to or join in rhymes or songs. 	<ul style="list-style-type: none"> How children like to use shakers, blocks, and body movement when they hear music, or to explore sound. 	<ul style="list-style-type: none"> Listen with children to a variety of sounds, talking about favourite sounds, songs and music. 	<ul style="list-style-type: none"> Make a sound line in the garden, using a variety of objects strung safely, that will make different sounds, such as wood, pans, plastic bottles filled with different things.
	<ul style="list-style-type: none"> Join in favourite songs. Respond to sound with body movement. Show an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> Children's responses to different songs, dance or music. 	<ul style="list-style-type: none"> Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. 	<ul style="list-style-type: none"> Invite real dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances.





Creative Development

Creating Music and Dance

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Sing a few simple, familiar songs. Sing to themselves and make up simple songs. Tap out simple repeated rhythms and make some up. Explore and learn how sounds can be changed. Imitate and create movement in response to music. 	<ul style="list-style-type: none"> The way children choose to explore sound, song or movement, for example, Leroy is walking up the stairs. As he goes, he sings to himself to accompany his actions, "I'm going up the stairs, I'm going up the stairs, I'm going up the stairs." How children respond to music, such as when a group of children explored a rainforest theme through music and movement. Some of them used instruments to make the sounds of the rainforest, while others imitated the movements of rainforest animals. 	<ul style="list-style-type: none"> Widen children's experience of music from different cultures, instruments and styles so that they are inspired to experiment, imitate and enjoy and extend their own expressions. 	<ul style="list-style-type: none"> Provide experiences that involve all the senses and movement.
 <p>Early learning goal</p>	<ul style="list-style-type: none"> Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Begin to move rhythmically. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. 	<ul style="list-style-type: none"> Children's interest in exploring sound, rhythm and the arts such as when, in response to listening to music that represents the sea, the children composed their own sound picture. This led them into planning and constructing a pirate ship in the role play area. They used materials in the art and technology area to make hats, flags and other props to support their play. 	<ul style="list-style-type: none"> Support children's developing understanding of the ways in which paintings and pictures and music and dance can express different ideas, thoughts and feelings. Encourage discussion about the beauty of nature and people's responsibility to care for it. Help children to support other children and offer another viewpoint. 	<ul style="list-style-type: none"> Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imaginative recreation and composition by introducing atmospheric features in the role-play area, such as the sounds of rain beating on a roof, or playing a spotlight to suggest a stage set. Provide curtains and place dressing up materials and instruments close by.


Creative Development

Developing Imagination and Imaginative Play

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
	<ul style="list-style-type: none"> Smile with pleasure at recognisable playthings. 	<ul style="list-style-type: none"> How a baby may be pleased to see a stripy bee soft toy, or a colourful snake that crackles when it is squeezed. 	<ul style="list-style-type: none"> Play games like hiding the snake behind your back and slowly showing it coming round the corner of the play mat. 	<ul style="list-style-type: none"> Have a variety of familiar toys and playthings that babies enjoy looking at, listening to, touching, grasping and squeezing.
	<ul style="list-style-type: none"> Enjoy making noises or movements with support. 	<ul style="list-style-type: none"> The way a young baby may join in moving their head or making sounds with you as you say, for example, "the dog went woof, woof." 	<ul style="list-style-type: none"> Make exaggerated facial movements when you tell a story or join in pretend, so that young babies notice changes in your body language. 	<ul style="list-style-type: none"> Use your face as a resource when you play pretend games.
	<ul style="list-style-type: none"> Begin to make-believe by pretending. 	<ul style="list-style-type: none"> How young children pretend to hide, or to be scared or to chase after a scary thing. 	<ul style="list-style-type: none"> Show genuine interest and be willing to play along with a young child who is beginning to pretend. 	<ul style="list-style-type: none"> Use your voice as a resource speaking quietly, slowly or gruffly for fun in pretend scenarios with young children.
	<ul style="list-style-type: none"> Pretend that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> How children may turn to pretend play when an object comes to hand, for example, when a child uses a block of wood as a comb. 	<ul style="list-style-type: none"> Judge when to join in children's play, when to offer additional resources, and when to observe so that you understand their interests. 	<ul style="list-style-type: none"> Provide a variety of familiar resources reflecting everyday life, such as magazines, shopping bags, telephones, or washing materials.
	<ul style="list-style-type: none"> Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Use one object to represent another, even when the objects have few characteristics in common. Use available resources to create props to support role-play. Develop a repertoire of actions by putting a sequence of movements together. Enjoy stories based on themselves and people and places they know well. Engage in imaginative and role play based on own first-hand experiences. 	<ul style="list-style-type: none"> The way a child switches from real situations to pretend, such as when Tina picked up a green foam block and handed it to the practitioner, saying, "Here's a cup of tea." The range of experiences children represent through imaginative play. How children respond in different ways to stories, ideas and their own life experiences. 	<ul style="list-style-type: none"> Model the pretending process, supporting children's understanding of the ways in which one object can be used to represent another. Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. 	<ul style="list-style-type: none"> Offer a story stimulus by suggesting an imaginary event or set of circumstances, for example, "This bear has arrived in the post. He has a letter pinned to his jacket. It says 'Please look after this bear.' We should look after him in our room. How can we do that?"

Developing Imagination and Imaginative Play

Creative Development

	Development matters	Look, listen and note	Effective practice	Planning and resourcing
 <p>Early learning goal</p>	<ul style="list-style-type: none"> ■ Introduce a story line or narrative into their play. ■ Play alongside other children who are engaged in the same theme. ■ Play cooperatively as part of a group to act out a narrative. ■ Use their imagination in art and design, music, dance, imaginative and role play and stories. 	<ul style="list-style-type: none"> ■ The way stories are introduced into children's play such as when a group of children expend great energy collecting a large pile of leaves, saying that they are building a "massive bonfire". ■ How children may start 'swimming', or lying on the 'beach' and then set up the water tray with blue colouring in it and begin to make an underwater scenario in which a play person is rescued from a crocodile, who lives in the undergrowth which they make with leaves, twigs and wool. 	<ul style="list-style-type: none"> ■ Be aware of the link between imaginative play and children's ability to handle narrative. ■ Pay particular attention to children who are less confident. ■ Introduce descriptive language to support children, for example 'rustle' and 'shuffle'. 	<ul style="list-style-type: none"> ■ Make materials accessible so that children are able to imagine and bring to fruition their projects and ideas while they are still fresh in their minds and important to them. ■ Provide opportunities inside and outside and support the different interests of children, for example in role-play of a builder's yard, support narratives to do with building and mending.

Section 4: Meeting the welfare requirements

Children learn best when they feel safe and secure and when their individual needs are met and when they have positive relationships with the adults caring for them. The welfare requirements will support providers in creating a setting which is welcoming, safe and stimulating, and where children are able to enjoy, to grow in confidence and to fulfil their potential. The key requirements are listed here and are then expanded in the following grids.

The grids are set out in three columns. Columns one and two contain requirements which providers must meet. The first column describes the general requirement that providers must meet. The second column contains the specific requirements that providers must meet. The specific requirements support the general requirement but it is important to note that both the general and specific requirements must be met. The third column contains examples of good practice. Providers should have regard to the information in this column. Ofsted may take this information into account when making judgements about whether a provider has met the requirements in columns one and two. However, whilst this column gives examples of action providers are likely to have to take in order to meet the requirements in columns one and two, they may be able to meet the requirements by using other methods.

Where the grids refer to the provider, this should be taken to mean:

- the registered person, in the case of settings which are required to be registered;
- the governing body, in the case of provision in maintained schools that is not required to be registered;
- the proprietor, in the case of provision in independent schools that is not required to be registered.

Welfare requirements

4.1 Safeguarding and promoting children's welfare

The provider takes necessary steps to safeguard and promote the welfare of children in the setting.

The provider promotes the good health of the children, takes necessary steps to prevent the spread of infection, and takes appropriate action when they are ill.

Children's behaviour is managed positively and in a manner appropriate for their stage of development.

4.2 Suitable people

Adults looking after children, or having unsupervised access to them, are suitable to do so.

Adults looking after children have appropriate qualifications, training, skills and knowledge.

Staffing arrangements are organised to ensure safety and to meet the needs of the children.

4.3 Suitable premises, environment and equipment

Outdoor and indoor spaces, furniture equipment, and toys are safe and suitable for their purpose.

4.4 Organisation

Records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children are maintained.

4.1 Safeguarding and Promoting Children's Welfare

General requirement	Specific requirement	Good practice providers should have regard to
<p>The provider takes necessary steps to safeguard and promote the welfare of children in the setting.</p>	<p>An effective safeguarding children policy and procedure are implemented.</p>	<p>The safeguarding children policy and procedure are based on the government guidance, <i>Working Together to Safeguard Children</i>* and the Local Safeguarding Children Board policy and procedures.</p> <p>The policy and procedure cover matters such as:</p> <ul style="list-style-type: none"> ■ the roles and responsibilities of individual practitioners and managers in safeguarding and promoting the welfare of children; ■ the steps to be taken when a concern about a child's welfare or safety is raised; ■ the procedure for referring concerns about a child's welfare to social services or the police; ■ procedures to be followed in the event of an allegation being made against a member of staff or volunteer; ■ the name of a practitioner who has lead responsibility for safeguarding children, plus their role and responsibilities; ■ how concerns about a child's welfare will be recorded; ■ how and under what circumstances parents will be informed about concerns and any actions taken; ■ how consent, confidentiality and information sharing will be managed; ■ how practitioners' knowledge of safeguarding children will be kept up to date, for instance by including issues in induction training and providing regular access to training in safeguarding and promoting the welfare of children; ■ arrangements for sharing safeguarding children procedures with parents about safeguarding prior to their child joining the setting. <p>(* This publication is available on the Department of Health's website at www.dh.gov.uk/assetRoot/04/07/58/24/04075824.pdf)</p> <p>A practitioner is designated to take lead responsibility for safeguarding children within the setting, and to liaise with local statutory children's services agencies. All practitioners have an up to date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately.</p> <p>Staff are able to respond appropriately to:</p> <ul style="list-style-type: none"> ■ significant changes in children's behaviour; ■ deterioration in their general well-being; ■ unexplained bruising, marks or signs of possible abuse or neglect; ■ the comments children make which give cause for concern about their safety or welfare.

General requirement	Specific requirement	Good practice providers should have regard to
The provider takes necessary steps to safeguard and promote the welfare of children in the setting.	A regular two-way flow of information is maintained with parents.	<p>Parents are provided with information about the setting. The type of information provided for parents includes information such as:</p> <ul style="list-style-type: none"> ■ the type of activities provided for the children; ■ the daily routines of the setting; ■ the staffing of the setting; ■ food and drinks provided for the children; ■ the setting's policies and procedures, for example admissions policies, equal opportunities policy. <p>Information is exchanged with parents at the beginning and end of each session, for example how their child is, how they have eaten and slept, whether they are taking medication, the activities they have been involved in. If this is not convenient, alternative arrangements are made.</p> <p>Practitioners take time to hear from parents about the type of things that their child enjoys doing and takes an interest in, and about new skills that they have developed and new things they have learned. Practitioners take these discussions into account when planning activities the child will be involved in.</p> <p>Arrangements are made so that staff can talk to parents in confidence.</p> <p>Records kept on individual children contain sufficient information to enable appropriate care to be given. Practitioners consult parents about matters such as diet, food preferences, sleep and rest times, family customs and beliefs, home language, medical conditions, hair and skin care, help required with toileting and washing routines, comforters and favourite toys, personal likes and dislikes. Where children stay overnight, parents are consulted about bedtime routines and information is sought from them about the child's sleeping habits and any problems that may arise, for example bedwetting or nightmares.</p> <p>Parents are allowed access to all written records about their children. Comments from parents are incorporated into children's records.</p>
	The premises are secure.	<p>Provider takes steps to prevent unwanted visitors and to ensure children remain on the premises, taking into account where relevant:</p> <ul style="list-style-type: none"> ■ the security of outdoor areas as well as indoors; ■ 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, intercoms and name badges; ■ staff awareness of the whereabouts of other people in the building and of other users 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;

General requirement	Specific requirement	Good practice providers should have regard to
<p>The provider takes necessary steps to safeguard and promote the welfare of children in the setting.</p>	<p>Have and implement an effective policy about equal opportunities, and for supporting disabled children and those with special educational needs.</p>	<ul style="list-style-type: none"> ■ advice from the crime prevention officer; ■ what additional security measures may be necessary where children stay overnight; ■ the use of a visitors' book including the name of the visitor, the purpose of the visit and details of arrival and departure times; ■ arrival and departure procedures for staff, children, parents and visitors; ■ how the identity of people entering the premises is checked; ■ the use of passwords; ■ obtaining written permission from parents where children are to be picked up by another adult; ■ obtaining information about who has legal access to a child; ■ arrangements for answering the door and the questions to ask. <p>Providers have a statement of the procedure to be followed in the event of a parent failing to collect a child or of a child going missing.</p> <p>Outings</p> <p>Adult: child ratios take account of the nature of the outing, and exceed the normal requirement where appropriate.</p> <p>Written parental permission is obtained for children to take part in outings.</p> <p>Essential records and equipment are taken on outings, for example contact telephone numbers for the parents of children on the outing, first aid kit, a mobile phone.</p> <p>Harnesses, seat belts, child seats and booster seats are used as appropriate. They are in good condition and used appropriately.</p> <p>Any vehicles used for transporting children have adequate insurance cover.</p> <p>(Guidance for schools about outings can be found in <i>Health and safety of Pupils on Educational Visits</i>. This can be found via: http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/)</p> <p>The policy includes:</p> <ul style="list-style-type: none"> ■ information about how disabled children and those with special educational needs will be included, valued and supported; ■ a commitment to working with parents and other agencies; ■ information about how the SEN Code of Practice is put into practice in the setting; ■ the name of the Special Educational Needs Co-ordinator; ■ how all children will be included and valued; ■ how the individual needs of all children will be met; ■ arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices;

General requirement	Specific requirement	Good practice providers should have regard to
<p>The provider promotes the good health of the children, takes necessary steps to prevent the spread of infection and takes appropriate action when they are ill.</p>	<p>Ensure those responsible for the preparation and handling of food are competent.</p> <p>A clear policy is implemented on managing the administration of and administering medicines including effective management systems to support individual children with medical needs.</p>	<ul style="list-style-type: none"> ■ how the setting will promote and value diversity; ■ how inappropriate attitudes and practices will be challenged; ■ how the setting will encourage children to value and respect others. <p>Providers are aware of their responsibilities under food hygiene legislation. (Information and guidance is available at the website of the Food Standards Agency at www.food.gov.uk)</p> <p>Food hygiene matters are included in induction and on-the-job training.</p> <p>Food hygiene training is made available to staff.</p> <p>Providers obtain prior written permission from parents before any medication is given.</p> <p>The responsibilities for child safety are clearly defined so that each person involved with children with medical needs is aware of what is expected of them. There is close cooperation between providers, parents, health professionals and other professionals to help to provide a safe and supportive environment for children with medical needs. Practitioners ask parents to provide full information about their child's medical needs including details on medicines their child needs.</p> <p>Medicines are only taken to schools or settings when essential. 'Essential' means where it would be detrimental to a child's health if the medicine were not administered during the school or setting 'day'.</p> <p>Providers do not normally accept medicines that have not been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Children are only given non-prescribed medicines with specific prior written permission from the parents. The circumstances in which non-prescribed medicines are given are set out clearly in the policy.</p> <p>Providers do not accept medicines that have been taken out of the container they were originally dispensed in or change dosages on parental instructions.</p> <p>The policy is understood by all practitioners and discussed with parents. It covers matters such as:</p> <ul style="list-style-type: none"> ■ procedures for managing prescribed medicines which need to be taken during the school or setting day; ■ procedures for managing prescribed medicines on trips and outings; ■ a clear statement on the roles and responsibility of staff in managing the administration of medicines, and administering or supervising the administration of medicines; ■ a clear statement on parental responsibilities in respect of their child's medical needs; ■ equal opportunities; ■ the need for prior written agreement from parents for any medicines to be given to a child;

General requirement	Specific requirement	Good practice providers should have regard to
<p>The provider promotes the good health of the children, takes necessary steps to prevent the spread of infection and takes appropriate action when they are ill.</p>		<ul style="list-style-type: none"> ■ the circumstances in which children may take any non-prescribed medicines; ■ the school or setting policy on assisting children with long-term or complex medical needs; ■ the policy on children carrying and taking their medicines themselves; ■ staff training in dealing with medical needs; ■ record keeping; ■ safe storage of medicines; ■ access to the school or setting's emergency procedures; ■ risk assessment and management procedures. <p>It is not good practice for blanket consent to be accepted from a parent to cover all non-prescription medication.</p> <p>Ofsted are notified about cases of food poisoning and serious diseases in registered settings.</p> <p>(Guidance on <i>Managing medicines in schools and early years settings</i> can be found at: www.surestart.gov.uk/publications/index.cfm?document=1454)</p> <p>Providers have a first aid box. They consider the advice on the content of first aid boxes included in <i>Guidance on first aid for schools</i> (this can be found at www.teachernet.gov.uk/wholeschool/healthandsafety/firstaid/) and any advice provided on first aid training courses approved by the local authority.</p> <p>Providers are satisfied that the content of first aid boxes will meet the needs of children in their care.</p> <p>Further advice can be found on the Health and Safety Executive website at: http://www.hse.gov.uk/firstaid/faqs.htm#fabox.</p> <p>At least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. Paediatric first aid training is approved by the local authority and is consistent with the requirements set out at the end of this section.</p> <p>Providers keep a record of accidents and first aid treatment. Accident records include matters such as:</p> <ul style="list-style-type: none"> ■ details of any existing injuries when a child arrives; ■ the time, date and nature of any accident that takes place at the setting, including those that do not result in a visible wound; ■ details of the child(ren) affected; ■ the type and location of any injury; ■ the action taken and by whom; ■ the circumstances of the accident, any adults and children involved and any witnesses; ■ the signature of the practitioner who dealt with the incident and any witnesses;

General requirement	Specific requirement	Good practice providers should have regard to
<p>The provider promotes the good health of the children, takes necessary steps to prevent the spread of infection and takes appropriate action when they are ill.</p>	<p>Ofsted are notified about cases of food poisoning and serious diseases in registered settings.</p> <p>Children are in a smoke-free environment.</p> <p>Children are provided with nutritious food and drink to meet their needs.</p>	<ul style="list-style-type: none"> ■ the countersignature of the parent when the child is collected and/or an entry in the record that the parent has been notified. <p>(Useful guidance can be found at: www.teachernet.gov.uk/wholeschool/healthandsafety/firstaid/.)</p> <p>Providers have arrangements for:</p> <ul style="list-style-type: none"> ■ ensuring emergency contact numbers and records of children’s medical details are kept up to date; ■ contacting parents if their child is taken ill; ■ situations when parents cannot be contacted or cannot collect a sick child; ■ the care of a sick child while awaiting collection; ■ informing parents of occurrences of infection; ■ confidentiality; ■ how to make parents aware of the need to inform the setting about their child’s illness or condition. <p>(Guidance on infection control in schools and nurseries is available at: www.wiredforhealth.gov.uk/doc.php?docid=7516. An up to date list of diseases which are notifiable can be found on the Health Protection Agency website: www.hpa.org.uk. If someone on the premises contracts any of the diseases listed the Local Health Protection Unit will be able to provide advice on any action or precautions that need to be taken.)</p> <p>There is a no smoking policy that ensures that no one smokes in a room, or outside play area, when children are present or about to be present. If children are expected to use any space that has been used for smoking, providers should ensure that there is adequate ventilation to clear the atmosphere.</p> <p>Children who attend the setting for the whole day are provided with a midday meal and other healthy snacks and drinks.</p> <p>Providers obtain information from parents about any special dietary requirements, preferences or food allergies the child may have. This is recorded and acted on.</p> <p>If parents provide packed lunches, they are informed about what can be stored safely and about appropriate food content.</p> <p>Water is available at all times.</p> <p>When making arrangements for the provision of food and drink, providers consider:</p> <ul style="list-style-type: none"> ■ how to make children aware that drinking water is available for them at all times; ■ whether children should be able to help themselves to drinks; ■ how to ensure individual children receive sufficient to drink;

General requirement	Specific requirement	Good practice providers should have regard to
<p>Children's behaviour is managed positively and in a manner appropriate for their stage of development.</p>	<p>Physical punishments (including shaking), or the threat of them, are not used.</p> <p>(The use of physical punishment is an offence under regulations made under the Childcare Act 2006 and may lead to prosecution.)</p>	<ul style="list-style-type: none"> ■ how to design menus which ensure that children get a balanced diet which is: <ul style="list-style-type: none"> – made up of elements from each of the main food groups; – contains the nutrients needed for health and development; – minimises children's intake of foods which can be harmful in large quantities such as sweets, crisps and sweet biscuits; ■ how to accommodate special dietary needs and preferences; ■ involving children and parents in planning menus; ■ how to organise meal times to encourage children's independence; ■ how to meet the needs of children who arrive early in the morning or leave late in the afternoon; <p>Children are provided with utensils, plates, cups and bottles that are appropriate to their age and stage of development.</p> <p>Babies are held whilst bottle feeding, preferably by the same carer. Their feeding routines reflect their individual needs. Records are kept of babies' food intake.</p> <p>(Further guidance about nutrition for young children can be found at http://www.surestartservices/heartrelated/dietandnutrition)</p> <p>There is an effective behaviour management policy which covers matters such as:</p> <ul style="list-style-type: none"> ■ how acceptable behaviour and respect for others will be promoted; ■ the setting's expectations of children and staff; ■ the methods used to manage children's behaviour, without undermining their self-esteem; ■ reference to behaviour that is not acceptable e.g. bullying; ■ how parents will be consulted on the management of their child's behaviour. <p>Ways of encouraging positive behaviour might include:</p> <ul style="list-style-type: none"> ■ praising and reinforcing good behaviour; ■ distraction techniques; ■ encouraging sharing and negotiation; ■ setting good examples; ■ consulting children about the 'rules'; ■ helping children understand the effects of their behaviour on others; ■ helping children challenge negative behaviour in others; ■ encouraging responsibility, for example helping with tidying up or caring for pets.

General requirement	Specific requirement	Good practice providers should have regard to
<p>Children's behaviour is managed positively and in a manner appropriate for their stage of development.</p>		<p>Physical intervention is only used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult or to prevent serious damage to property. Any occasion where physical intervention is used, to manage a child's behaviour, is recorded and parents are informed about it on the day.</p> <p>For settings other than individual childminders, a named practitioner is responsible for behaviour management issues and is supported in acquiring the skills that will enable her/him to support other staff and to access expert advice if ordinary methods are not effective with a particular child.</p>

Criteria for effective paediatric first aid training

In order to meet the requirements of the EYFS, paediatric first aid courses must be approved by the local authority in whose area the early years provision is located, and must meet the following criteria:

- 1 Training is designed for workers caring for children in the absence of their parents.
- 2 The training leading to a certificate or a renewal certificate is a minimum of 12 hours.
- 3 The first aid certificate should be renewed every 3 years.
- 4 Resuscitation and other equipment includes baby and junior models as appropriate.
- 5 Training covers appropriate contents of a first aid box for babies and children.
- 6 Training should include recording accidents and incidents .
- 7 The course covers the following areas:
 - 7.1 Planning for first aid emergencies involving babies and children.
 - 7.2 Dealing with emergencies involving babies and children.
 - 7.3 Resuscitating babies and children.
 - 7.4 Recognising and dealing with shock in babies and children.
 - 7.5 Recognising and responding appropriately to anaphylactic shock in babies and children.
 - 7.6 Recognising and responding appropriately to electric shock in babies and children.
 - 7.7 Recognising and responding appropriately to bleeding in babies and children.
 - 7.8 Responding appropriately to burns and scalds in babies and children.
 - 7.9 Responding appropriately to choking in babies and children.
 - 7.10 Responding appropriately to suspected fractures in babies and children.
 - 7.11 Responding appropriately to head, neck and back injuries in babies and children.
 - 7.12 Recognising and responding appropriately to cases of poisoning in babies and children.
 - 7.13 Responding appropriately to foreign bodies in eyes, ears and noses of babies and children.
 - 7.14 Responding appropriately to eye injuries in babies and children.
 - 7.15 Responding appropriately to bites and stings in babies and children.
 - 7.16 Responding appropriately to the effects of extreme heat and cold in babies and children.
 - 7.17 Responding appropriately to febrile convulsions in babies and young children.
 - 7.18 Recognising and responding appropriately to the emergency needs of babies and children with chronic medical conditions, including epilepsy, asthma, sickle cell anaemia, diabetes.
 - 7.19 Recognising and responding appropriately to meningitis and other serious sudden illnesses.

4.2 Suitable people

General requirement	Specific requirement	Good practice providers should have regard to
<p>Adults looking after children or having unsupervised access to them are suitable to do so.</p>	<p>Effective systems are in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so. (All people who work directly with children must have an enhanced CRB disclosure. It is an offence to employ someone who is disqualified from working with children. Providers and managers and those working directly with children have a duty to declare any convictions, cautions or court orders which may disqualify them from working with children. Further information about Criminal Records Bureau checks and disqualification is provided at the end of this section.)</p>	<p>Providers undertake any checks needed to provide sufficient information on which to make a decision about suitability. Providers keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB disclosure. Disclosures are handled in accordance with the CRB's Code of Practice and Explanatory Guide which is available at: www.crb.gov.uk/PDF/code_of_practice.pdf. Copies of the enhanced disclosure are not kept once the decision has been made.</p> <p>Providers have evidence of:</p> <ul style="list-style-type: none"> ■ references; ■ full employment history; ■ qualifications; ■ interviews; ■ medical suitability; ■ any other checks undertaken. <p>There may be some situations in which it is not possible to carry out background checks, for example where people work on the premises who are not employed by the provider. People on whom checks have not been carried out are not allowed to have unsupervised access to children.</p>

General requirement	Specific requirement	Good practice providers should have regard to
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adults looking after children have appropriate qualifications, training, skills and knowledge.</p>	<p>Childminders must have attended a training course within six months of registration and must hold a current paediatric first aid certificate.</p> <p>Other providers meet the requirements for qualifications set out at the end of this section.</p> <p>In registered settings, all supervisors and managers must be qualified to at least level 3 and half of all other staff must be qualified to at least level 2.</p>	<p>Except in exceptional circumstances, childminders have attended a training course prior to registration. The training is approved by the local authority and provides support for childminders in meeting and putting into practice the requirements of the EYFS.</p> <p>Paediatric first aid training is approved by the local authority and meets the criteria set out at the end of the previous section.</p> <p><i>The Department for Education and Skills and the Children's Workforce Development Council are currently working together to consider how best to define, for regulatory purposes, suitable qualifications at each level.</i></p> <p>All practitioners have a clear understanding of their roles and responsibilities.</p> <p>Staff are supported in improving their qualification level. In particular, those staff with no qualifications are supported in obtaining a qualification at at least level 2.</p> <p>Induction training is provided for new staff to help them understand how the setting operates and their role within it. Induction training includes matters such as evacuation procedures and child protection and health and safety issues.</p> <p>Regular staff appraisals are carried out to identify the training needs of staff. A programme of continuing professional development is applied so that these needs are met.</p> <p>Use is made of training made available by the local authority and through other sources.</p>

General requirement	Specific requirement	Good practice providers should have regard to
<p style="text-align: center;">Staffing arrangements are organised to ensure safety, and to meet the needs of children.</p>	<p>The requirements for adult: child ratios set out at the end of this section are met.</p> <p>For childminders providing night time care, normal ratios continue to apply. The children must be close by and within easy hearing distance (this may be via a monitor).</p> <p>For other settings providing night time care, normal minimum ratios continue to apply. At least one member of staff should be awake at all times.</p>	<p>Providers pay special attention to organising their staffing arrangements to take into account that certain groups of children may especially benefit from there being fewer children to each practitioner. In particular, they consider vulnerable children such as those with disabilities or special educational needs, for whom a ratio of fewer children to each adult might be beneficial. They also take into account how long individual children have been in the setting when making their staffing arrangements, ensuring that those who attend for long periods of the day benefit from appropriate levels of attention, for example children who attend all day might require more attention at the end of the day when they are tired.</p> <p>Exceptions to the ratios requirements may only be made in limited circumstances such as when children are sleeping or resting. In these circumstances all the adults need not be present in the room with the children, but should be available nearby on the premises should they be needed.</p> <p>Providers put in place contingency arrangements for staff absences and emergencies. Suitable arrangements might include drawing on a pool of suitable staff, re-grouping of children, reorganising rooms and activities and re-deploying other suitable staff. When such disruptions occur, there continues to be a consistent experience for the child.</p> <p>Children belong to a key group which has consistent staff. Every child is allocated to a practitioner who is their key person and is mainly responsible for their well-being on a daily basis. Within this framework, movement of children and staff between groups may be appropriate in order to provide for a richer experience for the child.</p> <p>Except in reception classes, the size of a group never exceeds more than 26 children. Children under two are cared for in groups of no more than 12.</p> <p>(Reception classes in maintained schools are subject to separate class size legislation. There are no additional ratio requirements for reception classes in maintained and independent schools.)</p> <p>When assigning staff to reception classes, schools pay attention to the needs of individual children - particularly those who attend for periods of time longer than the normal school day.</p> <p>Where children in nursery classes and reception classes attend school for longer than the normal school day, in provision run directly by the governing body, schools make appropriate staffing arrangements for the needs of children. They consider in particular the ages of the children and how long they have been in school, taking into account the guidance above. They base their staffing arrangements on the requirements for registered provision.</p>

Requirements for qualifications and ratios of adults to children

A Nursery classes in maintained and independent schools and registered early years providers, except for childminders

In addition to the requirements below, there must be at least two adults on duty in a setting at any time when children are present.

The ratios include any children of staff or volunteers. Any care provided for older children must not affect the care of children receiving early years provision.

The ratio requirements set out the minimum numbers of staff that are required to be present with the children at any time. It may be appropriate to exceed these ratios in order to meet the needs of the individual children being cared for. Whilst the ratio requirements for provision for three to five year olds in registered settings allow for there to be fewer adults to children when a person holding Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification is directly engaged in working with the children, providers must ensure that when such practitioners are not present, or are on site but not interacting with the children, the base ratio and qualification requirements are adhered to.

The ratios relate to staff time available to work directly with children. Sufficient suitable staff must be available to cover staff breaks, holidays, sickness and time spent with parents in order to ensure that the ratio and qualification requirements are always met in relation to the staff working directly with the children. Additional staff may be required to undertake management tasks, prepare meals, maintain premises and equipment, etc.

The numbers of children set out below represent the maximum numbers of children who may be provided for by early years providers. However, the maximum number of children who may be appropriately cared for by a particular provider may be fewer than the maximum numbers given here. In registered provision, Ofsted will make a judgement about the maximum numbers of children that a particular provider may be registered to care for which will be set out in the conditions of registration. This judgment will be based on factors such as the amount of space available.

Children aged under two

- There must be at least one member of staff for every three children;
- At least one member of staff must be qualified to at least level 3, and have suitable experience of working with children under two;
- At least half of all other staff must be qualified to at least level 2;
- At least half the staff must have received specific training in the care of babies.

Children aged two years

- There must be at least one member of staff for every four children;
- At least one member of staff must be qualified to at least level 3;
- At least half of all other staff must be qualified to at least level 2.

Children aged three and over

Maintained nursery schools and nursery classes in maintained schools

- There must be at least one member of staff for every thirteen children;
- At least one member of staff must be a 'school teacher' as defined by Section 122 of the Education Act 2002 and the Education (School Teachers' Qualifications) (England) Regulations 2003;
- At least one other member of staff must be qualified to level 3.

Nursery classes in independent schools

Where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification is assigned to the class, the following requirements apply:

- There must be at least one member of staff for every thirteen children;
- At least one other member of staff must be qualified to level 3.

Where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification is not assigned to the class, the following requirements apply:

- There must be at least one member of staff for every eight children;
- At least one member of staff must be qualified to at least level 3;
- At least half of all other staff must be qualified to at least level 2.

Registered early years providers

A ratio of one member of staff for every thirteen children may apply between 8am and 4pm; only at times when:

- At least one member of staff holds Qualified Teacher Status or Early Years Professional Status or another suitable level 6 qualification;
- At least one other member of staff is qualified to level 3.

Otherwise:

- There must be at least one member of staff for every eight children;
- At least one member of staff must be qualified to at least level 3;
- At least half of all other staff must be qualified to at least level 2.

B Childminders

The numbers of children for whom a childminder may care for are set out below. The numbers include the childminder's own children.

The numbers of children set out below represent the maximum number of children who may be cared for by a childminder at any one time. However, the maximum number of children who may be appropriately cared for by a particular childminder may be fewer than the maximum numbers given here. In all cases, Ofsted will make a judgement about the maximum numbers of children that a particular childminder may be registered to care for which will be set out in the conditions of registration. This judgment will be based on factors such as the amount of space available.

A childminder may care for:

- A maximum of six children in total;
- Of these six children, a maximum of three may be young children*; and
- Normally, no more than one child may be under the age of 1, but
- A childminder may be registered to care for two children under the age of 1 where they are able to demonstrate that they can meet and reconcile the individual needs of all the children being cared for.

* A child is a young child up until 1st September following his or her 5th birthday.

Further information about Criminal Records Bureau (CRB) checking

All people who work directly with children must have an enhanced Criminal Records Bureau (CRB) disclosure.

In childminding settings Ofsted is responsible for checking the suitability of the childminder and of any other adults living or working on the premises. For schools, responsibility for checking suitability rests with the headteacher.

In other types of registered setting (including registered provision in schools), Ofsted is responsible for checking the suitability of the provider (including the people who make up the provider in the case of corporate bodies or unincorporated associations) and the manager. The provider is responsible for checking the suitability of all other people who work with the children, or are likely to have unsupervised access to them. There are a number of routes through which providers can obtain such disclosures:

- use an organisation contracted by the Department for Education and Skills (DfES) to process subsidised checks on your behalf (the contact details of these organisations appear below);
- use another organisation, registered by the CRB, who will process a check with the CRB on your behalf. Such organisations may charge a fee for this service, or
- register with the CRB as a body authorised to carry out checks. This option is normally only available to large organisations who carry out a large number of checks.

Further information about disqualification

It is an offence for a provider to employ someone who they know to be disqualified from working with children. Details of what disqualifies people from working with children are set out in regulations made under the Childcare Act 2006. Some of the things that disqualify people from working with children are:

- convictions or cautions for an offence against a child;
- convictions or cautions for certain violent or sexual offences against an adult;
- being on the Protection of Children Act (POCA) list of persons considered unsuitable to work with children;
- being on the Department for Education and Skills list of people that are considered not fit and proper persons to work with children;
- being made the subject of a disqualifying order.

People who are disqualified may sometimes still work with children by applying to Ofsted for a waiver. The provider should apply on behalf of the disqualified person before employing them. Ofsted cannot waive a disqualification for people who are included on the Protection of Children Act (POCA) list, if a direction has been made against the person under section 142 of the Education Act 2002, or if a disqualification order has been made by the court.

Providers who think that someone they are considering employing has a conviction that may disqualify them from working with children, can talk confidentially about this with Ofsted by calling their helpline on 08456 40 40 40. They should also call this number to apply for a disqualification to be waived.

4.3 Suitable premises, environment and equipment

General requirement	Specific requirement	Good practice providers should have regard to
<p>Outdoor and indoor spaces, and furniture, equipment and toys, are safe and suitable for their purpose.</p>	<p>Reasonable steps are taken to ensure that hazards to children – both indoors and outdoors – are minimised.</p>	<p>Health and safety</p> <p>Providers are aware of the requirements of health and safety legislation (Information is available on the website of the Health and Safety Executive at www.hse.gov.uk).</p> <p>A health and safety policy is in place and includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment.</p> <p>A risk assessment is conducted and reviewed regularly. An action plan to minimise identified risks is drawn up and acted upon.</p> <p>If relevant, the risk assessment covers risks associated with:</p> <ul style="list-style-type: none"> ■ electricity and gas; ■ doors, windows and glass; ■ floors and stairs; ■ stacked furniture; ■ water hazards, for example ponds, drains and pools; ■ boundaries and gates; ■ the kitchen and food preparation; ■ hot appliances; ■ outings and trips; ■ hazardous substances and equipment; ■ hazardous plants (a list of common hazardous plants is available on the website of the Royal Horticultural Society at www.rhs.org.uk/research/horticultural_themes/hazardous_list.asp); ■ fire safety; ■ the condition of prams, pushchairs, highchairs and low chairs; ■ the use of safety harnesses; ■ furniture, equipment and toys; ■ hygiene, cleanliness and minimising the risk of infection; ■ linens such bedding and towels; ■ pets and other animals; ■ sandpits; ■ the condition of toys and other equipment; ■ the arrangements for monitoring children who are sleeping. <p>(Further information on managing risk in the workplace is available from the Health and Safety Executive at www.hse.gov.uk or on 0845 345 0055. The HSE publishes a range of guidance on risk assessment and management.)</p>

General requirement	Specific requirement	Good practice providers should have regard to
<p>Outdoor and indoor spaces, and furniture, equipment and toys, are safe and suitable for their purpose.</p>		<p>Practitioners know about the health, safety and hygiene requirements for the environment in which they work. This could include:</p> <ul style="list-style-type: none"> ■ including health and safety issues in induction training and on-the-job training; ■ keeping practitioners up to date with health, safety and hygiene procedures; ■ incorporating responsibilities for health and safety into job descriptions; ■ delegating health and safety responsibilities to staff members; ■ sending staff on suitable courses available through the local authority and other sources; ■ regularly including health and safety issues on the agenda for staff meetings. <p>Children are encouraged to learn about personal hygiene through the daily routine.</p> <p>Registered providers inform Ofsted of any significant changes or events relating to the premises. These will include:</p> <ul style="list-style-type: none"> ■ significant changes to the premises, for example structural alterations or an extension; ■ something which adversely affects the smooth running of the setting over a sustained period of time; ■ changes to the outside of the premises such as adding a pond or taking down fencing. <p>Fire safety</p> <p>Reasonable steps are taken to ensure the safety of children, staff and others on the premises in the case of fire, including drawing up a clearly defined procedure for the emergency evacuation of the premises.</p> <p>Any recommendations made by the local Fire Safety Officer are complied with. Where children stay overnight, it may be appropriate for the Fire Safety Officer to inspect the sleeping area.</p> <p>An evacuation takes account of the following considerations:</p> <ul style="list-style-type: none"> ■ the ages and grouping of children; ■ the mobility of children and staff; ■ children who are resting or sleeping; ■ where children are located in the building, for example upstairs; ■ staff breaks; ■ where the register is kept; ■ the procedure for alerting the emergency services; ■ how parents and visitors will be informed of the evacuation procedure and the location of emergency exits.

General requirement	Specific requirement	Good practice providers should have regard to
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outdoor and indoor spaces, and furniture, equipment and toys, are safe and suitable for their purpose.</p>	<p>The premises and equipment are organised in a way that meets the needs of children.</p> <p>Registered providers meet the following space requirements:</p> <p>Children under two years – 3.5m² per child</p> <p>Two year olds – 2.5 m² per child</p> <p>Children aged three to five years – 2.3 m² per child</p>	<p>Staff understand their roles and responsibilities in the event of a fire.</p> <p>Appropriate fire detection and control equipment, for example fire alarms, smoke detectors, fire extinguishers and fire blankets are provided as necessary and are in working order.</p> <p>Fire exits are clearly identifiable and fire doors are not obstructed and are easily opened from the inside.</p> <p>Regular evacuation drills are carried out and details such as any problems encountered and how they were resolved are recorded in a fire log book.</p> <p>There is access to a telephone.</p> <p>Wherever possible, there is adequate natural light. Where this is not possible, the provider ensures that children have adequate access to natural light, for example by spending time out of doors, going on outings.</p> <p>Rooms are maintained at a temperature which ensures the comfort of the children and staff, including non-mobile children.</p> <p>There is adequate space to give scope for free movement and well spread out activities.</p> <p>There is a separate base room for children under the age of 2, but they are able to have contact with older children and are transferred to the older age group after the age of 18 months if that is appropriate for their individual stage of development.</p> <p>Wherever possible, there is access to an outdoor play area. Where outdoor play space cannot be provided, outings are planned to local parks or playgrounds on a daily basis.</p> <p>There is adequate storage space for equipment.</p> <p>There is sufficient, suitable furniture to meet the needs of the children.</p> <p>There is a suitable area, equipped with cots, beds or other appropriate furniture, for children who need or wish to rest or sleep.</p> <p>There is an area which is adequately equipped to provide meals, snacks and drinks for the children as necessary. Ideally, the setting will have a full kitchen. Where this is not possible, appropriate alternative arrangements are made for the hygienic preparation and storage of food and drinks.</p> <p>There are suitable facilities for the hygienic preparation of babies' feeds if necessary. Suitable sterilisation equipment is used for the sterilisation of babies' feeding equipment and dummies.</p> <p>There is at least one toilet and one wash hand basin for every 10 children over the age of two. There are separate toilet facilities for adults. There are adequate washing and toileting facilities for children who stay overnight.</p> <p>There are suitable hygienic changing facilities for changing any children who are in nappies.</p>

General requirement	Specific requirement	Good practice providers should have regard to
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outdoor and indoor spaces, and furniture, equipment and toys, are safe and suitable for their purpose.</p>	<p>(Calculations of available indoor space should be based on the gross areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets.)</p>	<p>Where the early years provision takes place in a communal building such as a community centre or village hall, the part of the premises used by the early years provision is for the sole use of the provision during the hours of operation.</p> <p>Ideally, the setting has its own kitchen and toilet facilities but, where this is not possible, the provider takes steps to ensure that other users do not have a negative impact on the quality and safety of provision.</p> <p>The premises and equipment are, as far as is reasonable, suitable for children with disabilities. Providers are aware of their responsibilities under the Disability Discrimination Act 1995.</p> <p>There are sufficient suitable toys and materials available to meet the needs of all children.</p> <p>The toys and materials provided stimulate a broad and balanced range of activities which are fun, challenging and promote children's learning and development in all areas. They are suitable for the ages and individual developmental needs of the children.</p> <p>The premises are welcoming and friendly to children and parents.</p> <p>Children's work and colourful posters are displayed at children's eye level.</p> <p>Displays and resources reflect the diversity of the local community and the families who use the nursery.</p>

4.4 Organisation

General requirement	Specific requirement	Good practice providers should have regard to
<p>Records, policies and procedures required for the safe and efficient management of the setting and to ensure the needs of children are maintained.</p>	<p>Registered providers must display their certificate of registration.</p> <p>Providers must keep, as a minimum, the information listed in the 'Records and Documentation' section below.</p> <p>Registered providers must put in place a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome.</p>	<p>The registration certificate is displayed where parents and others visiting the premises are able to see it easily.</p> <p>Providers are aware of their responsibilities under the Data Protection Act 1998 and Freedom of Information Act 2000.</p> <p>Records are easily accessible and available for inspection by Ofsted.</p> <p>There is a suitable area for the storage of confidential information. Records on staff and children are only accessible to those who have a right or professional need to see them.</p> <p>All staff are aware of the need for confidentiality.</p> <p>The complaints procedure is available to parents and a copy of it is supplied to them on request.</p> <p>The provider ensures that parents have details for contacting Ofsted and parents know that they can make a complaint to Ofsted if they wish.</p> <p>All written complaints relating to delivery of the EYFS are investigated, and complainants are notified of the outcome of the investigation within 28 days of their having made the complaint.</p> <p>Parents of children attending the setting are provided with a summary of the complaints record on request.</p> <p>Ofsted is provided, on request, with a list of all complaints made during a specified period, and the action that was taken as a result of each complaint.</p> <p>The record of complaints is kept for ten years.</p>

Records and documentation

Regulations made under the Childcare Act 2006 require that early years providers record the following information on individual children:

- Surname and first name;
- Date of birth;
- The name, home address and telephone number of at least one parent of each child attending the early years provision;
- Gender;
- Ethnicity*;
- Whether the child's home language is English;
- Special Educational Needs status**;
- Total number of hours attended each week (a daily attendance register, including the time children arrive and leave each day will be sufficient for this purpose);
- In the case of 3 and 4 year olds, the number of funded hours taken up each week.

In addition, providers required to complete the Foundation Stage Profile on children reaching the end of the Early Years Foundation Stage, must keep records of individual children's progress against the 13 Foundation Stage Profile assessment scales.

* Ethnicity

**Special Educational Needs (SEN) status

A child's ethnicity should only be recorded where parents have given their consent for this to happen. Ethnicity should be recorded according to the following categories:

- White**
- British
 - Irish
 - Traveller of Irish Heritage
 - Gypsy/Roma
 - Any other white background
- Mixed**
- White and Black Caribbean
 - White and Black African
 - White and Asian
 - Any other mixed background
- Asian or Asian British**
- Indian
 - Pakistani
 - Bangladeshi
 - Any other Asian background
- Black or Black British**
- Caribbean
 - African
 - Any other Black background
- Chinese**
- Any other ethnic background**

A child's SEN status should be recorded according to the following categories:

- No special educational need;
- Early Years Action/School Action;
- Early Years Action Plus/ School Action Plus;
- Statement.

Refer to the Special Educational Needs Code of Practice for an explanation of the terms used above.

Regulations made under the Childcare Act 2006 also require providers to keep the following information and documentation:

- Name, home address, and telephone number of the provider and any other person living or employed on the premises;
- Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision;
- A daily record of the names of staff working on the premises and their hours of work.

Section 5: Registration, inspection, and quality improvement

This section is a summary of the additional processes for registration, inspection, and quality improvement, which are directly relevant to the delivery of EYFS. It does not include additional EYFS requirements.

5.1 Registration

Under the [Childcare Act 2006], all early years providers who deliver EYFS are required to be registered by Ofsted, except in the case of provision in schools for pupils aged 3 and over. Providers will be required to show that they continue to meet the registration requirements throughout their registration. These will include:

- 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 comply with the requirements in 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.

5.2 Inspection

Ofsted has a responsibility to inspect the delivery of EYFS by registered early years providers, and judges the extent to which providers are meeting the learning and development and welfare requirements. All settings will be inspected regularly, with some requiring more inspection than others. Following inspection the law requires Ofsted to 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.

Ofsted may report on other matters including identifying what providers are doing well and where they could or must improve.

5.3 Enforcement

Ofsted may take enforcement action against those providers who are registered to deliver the EYFS. This includes raising actions where providers fail to meet welfare requirements, the ability to suspend registration where Ofsted has reason to believe children may be at risk of harm, and the power to cancel registration where a provider fails to meet the welfare requirements or if a provider's delivery of EYFS is inadequate.

5.4 The role of the local authority

Local authorities have a duty under Section 13 of the [Childcare Act 2006] to secure provision of information, advice and training for providers of childcare. This will include the information, advice and training that childcare providers need in order to develop their staff and businesses and meet their regulatory requirements.

Local authorities should ensure that there is information, advice and training available to all childcare providers, whether provided by the local authority or other organisations, that would allow providers to improve their delivery of EYFS.

In addition, regulations made under that section of the Act state that local authorities must secure information, advice and training for childcare providers in delivering EYFS, where those providers have been judged inadequate by Ofsted. Therefore whilst the key focus of training for the local authority must be on those providers with the greatest need, all providers should benefit from training to help them improve their provision.

Local authorities are also encouraged to support settings in other ways, with the objective of improving the quality of provision. The emphasis should be on programmes that achieve demonstrable improvements in outcomes, rather than on quality assurance schemes that focus on administrative processes. Participation in such programmes should make it easier for settings to meet the necessary requirements for inspection and to deliver EYFS.

5.5 Quality improvement

Delivering good-quality services for children is a continuous process: a journey rather than a destination. Ideally, providers would be involved in continuous professional development, self-reflection and peer support as part of the everyday operation of their settings.

Specific quality schemes have been in existence in the early years sector for many years. A study undertaken by the National Children's Bureau in 2000 showed that the majority of local authorities had either developed their own system of quality criteria to support and improve their settings, or were using one developed by a national agency. Since then, various initiatives have encouraged the expansion of such schemes and a number are in regular use in early years settings. A survey carried out in 2005 by the National Children's Bureau, found that nearly 13,000 settings were participating in a quality scheme and that many local authorities were providing some level of support for this, including funding and dedicated staff.

The best quality improvement programmes – and those in which providers are encouraged to participate – include a systematic approach to on-going improvement in the standard of practice within a setting. They do not focus on administrative processes, but are about activity that has a positive impact on outcomes for children and which secures real improvements. Some of the areas which can benefit from such an approach to quality improvement are:

- workforce development (ensuring that all staff have opportunities for training and development which also meet the needs of the setting);
- improving knowledge and understanding (ensuring that all practices are evidence-based and that staff and parents have the chance to develop their knowledge of young children);
- reflective practice (a system for allowing staff the time to observe, reflect on and change their work with children and families);
- inclusion (looking at the setting in terms of the participation and belonging of all children);
- management and leadership (providing opportunities for managers to undertake higher levels of qualifications and checking that management practices are understood and work for the benefit of all).

Glossary

Assessment

To help children progress, practitioners need information about what the children know, understand and can do. Through observing children and by making notes when necessary about what has been achieved, practitioners can make professional judgements about children's achievements and decide on the next steps in learning. They can also exchange information with parents and carers about how children are progressing. This process, often known as 'assessment for learning', is central to raising achievement.

Attachment

Babies and young children actively seek close relationships with their parents and other primary caregivers. These affectionate and intimate relationships establish a basic trust in other people. This is a gradual process which takes time, but these early attachments are crucial in fostering a sense of belonging and security. This is why young children need the support of a key person in their setting, it is reassuring for young children to know that they have a special person who knows them and responds to their needs.

Curriculum

Everything children do, see, hear or feel in their setting, both planned and unplanned.

Development

The process by which a child acquires skills in the areas of social, emotional, intellectual, speech and language and physical development. Developmental stages refer to the expected, sequential order of acquiring skills that children typically go through. For example, most children crawl before they walk, or use their fingers to feed themselves before they use utensils.

Effective practice

Practice that has been identified as producing good learning and development outcomes for children and families.

Guidance

Documentation which has been produced to enable practitioners to interpret the statutory requirements.

Inclusion

Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging.

Key person

The named member of staff with whom a child has more contact than other adults. This adult shows a special interest in the child through close personal interaction day to day. The key person can help the young child to deal with separation anxiety.

Learning

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the EYFS, many of these aspects of learning are brought together effectively through playing and talking.

Manager

The person in day to day charge of the setting. The manager need not be the same person as the registered person (see below). The manager must have appropriate qualifications and experience.

Parents

Mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them as well.

Practitioner

Any adult who works with children in a setting.

Provider

The individual or organisation managing a setting – usually the registered person.

Registered person

The person who has responsibility for ensuring that the welfare standards are met and the setting complies with the EYFS. A company, committee or group may be the registered person.

Schemas

Schemas are patterns of repeat behaviour in children. Children often have a very strong drive to repeat actions such as moving things from one place to another, covering things up and putting things into containers, or moving in circles or throwing things. These patterns can often be observed running through their play and vary between one child and another. If practitioners build on these interests powerful learning can take place.

Separation anxiety

Often babies and young children display anxious behaviour such as crying, kicking or screaming, when they see their parent or other primary caregiver leaving the room. This is the child responding to her/his attachment being under threat. These feelings of anxiety may be more acute in some children than others. Children who are looked after by many different relatives, for instance in an extended family, may feel less anxious than those who have not been away from their mother for any length of time before. The key person can help the child at these difficult times.

Setting

Any registered out-of-home provider of education and care for children from birth to five, such as childminders, local authority nurseries, nursery or early years centres, children's centres, playgroups, pre-schools, or schools in the independent, private or voluntary sector and maintained schools.

Teaching

The role of the practitioner includes establishing relationships with children and their parents, planning the learning environment and curriculum, supporting and extending children's play, development and learning, and assessing children's achievements and planning their next steps. The word teaching is used to include all these aspects of their role.

Questions

Section 1: Introduction

Q1 Do you agree that the introduction to the EYFS and the explanation of its aims and objectives are arranged clearly and in the appropriate language for those working in or responsible for managing settings delivering EYFS?

strongly agree agree neither agree nor disagree disagree

Comments

Q2 Do you agree the introduction makes clear which parts of the document are statutory requirements and which parts are guidance or good practice?

strongly agree agree neither agree nor disagree disagree

Comments

Q3 Do you agree the introduction helps you to navigate through the document successfully?

strongly agree agree neither agree nor disagree disagree

Comments



Section 2: 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.

Q4 Do you agree that that this section sets out clearly the roles and responsibilities of providers in delivering EYFS?

strongly agree agree neither agree nor disagree disagree

Comments

Q5 Do you agree that the EYFS is sufficiently flexible to enable all types of providers to play an effective role in delivering it?

strongly agree agree neither agree nor disagree disagree

Comments

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 'grids' to set out best practice in planning, observation and assessment and teaching and learning at each of the stage of a child's development in six Areas of Learning and Development:

Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development.

Q6 Do you agree that this section is useful for those managing provision and/or working with children from birth to five years in different settings?

strongly agree agree neither agree nor disagree disagree

Comments

Q7 Do you agree that the learning and development requirements are sufficiently flexible to enable the diverse range of providers in the sector to deliver them effectively?

strongly agree agree neither agree nor disagree disagree

Comments

Q8 Do you agree that the learning and development requirements are expressed clearly enough to support quality improvement?

very clear clear neither clear nor unclear unclear

Comments



Q9 Do you agree that this section will help practitioners with early identification of children's particular needs and ensure providers understand their obligations and legal duties to support the diverse needs of all children?

strongly agree agree neither agree nor disagree disagree

Comments

Q10 Is it sufficiently clear how the needs of disabled children, children with SEN and/or the needs of children from a minority ethnic background, will be supported through the six Areas of Learning and Development?

very clear clear neither clear nor unclear unclear

Comments

Q11 Does this section make clear the provider's role in recording children's progress?

very clear clear neither clear nor unclear unclear

Comments

Q12 Do you agree that this section explains clearly about children as individuals who develop and learn at different rates, and what practitioners must do to be most effective in promoting that development?

strongly agree agree neither agree nor disagree disagree

Comments

Q13 Does this section cover the right ground in the right way?

strongly agree agree neither agree nor disagree disagree

Comments

Q14a Is our approach to exempting individual children the right one?

strongly agree agree neither agree nor disagree disagree

Q14b What are the grounds on which children might be exempted?

Comments



Section 4: Meeting the welfare requirements

Detailed welfare and workforce requirements, also set out in grid form and showing what requirements must be met and giving additional good practice which providers should have regard to. 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 welfare; Suitable people; Suitable premises, Environment and equipment; Organisation.

Q15 In setting the qualification requirements, do you agree that we have struck the right balance between setting the requirements at a good level, and setting the bar too high for providers to reach realistically?

strongly agree agree neither agree nor disagree disagree

Comments

Q16 How helpful are the adult:child ratio requirements in helping to achieve good outcomes for children without overly restricting providers?

very helpful helpful neither helpful nor unhelpful unhelpful

Comments

Q17 Do the welfare requirements cover the necessary areas and strike the right balance between placing requirements on and giving guidance to providers?

strongly agree agree neither agree nor disagree disagree

Comments

Q18 Are the welfare grids easy to use, making it clear what the requirements are and what providers should have regard to?

strongly agree agree neither agree nor disagree disagree

Comments

Section 5: Regulation, inspection and quality improvement

Details of the registration, performance management and inspection arrangements which will underpin the framework.

Q19 Does this section explain clearly enough the requirements on providers to take forward quality improvement processes and systematic approaches to on-going improvement in the standard of practice within settings?

strongly agree agree neither agree nor disagree disagree

Comments

General

Q20 Do you agree that the language used is accessible to all practitioners?

strongly agree agree neither agree nor disagree disagree

Comments



Q21 Do you agree that the document overall provides sufficient information to support effective partnership working with parents?

strongly agree agree neither agree nor disagree disagree

Comments

Q22 Do you have any other comments on the EYFS that you would like to make?