

Finding out more information about the EYFS

You can find copies of the documents I have mentioned in this guide as follows –

- EYFS 2014 - www.gov.uk.
- Progress check at age 2 – www.foundationyears.org.uk.
- SEND Code of Practice – www.gov.uk.
- Early Years Outcomes – www.gov.uk.
- Development Matters – www.foundationyears.org.uk.
- Working Together to Safeguard Children 2013 – www.gov.uk.
- Equality Act 2010 – www.legislation.gov.uk.
- DBS disclosures - <https://www.gov.uk/disclosure-barring-service-check/overview>.
- NSPCC - www.nspcc.org.uk.

We have copies of all these documents and will email them to you on request.

Useful contact numbers

Local Safeguarding Children Board – Local Authority

Food hygiene department – Local Authority

- Contacting Ofsted – 0300 123 1231 / enquiries@ofsted.gov.uk / write to Ofsted – Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

We also display the Ofsted parents poster on our noticeboard.

If you have any questions about the EYFS or how it is delivered in our provision please do not hesitate to ask us.

Thank you.



A guide to the Early Years Foundation Stage (EYFS) for parents

What is the EYFS?

The EYFS is the statutory framework for all early years providers including childminders. The EYFS contains –

- Learning and development requirements
- Assessment requirements
- Safeguarding and welfare requirements

Learning and development requirements

There are 3 **prime** areas of learning –

- Communication and language – which contains the information we need to support your child's listening, speech and language development.
- Physical development – which contains the information we need to support your child's gross (large body) and fine (hand) motor skills and learning about health, safety and wellbeing.
- Personal, social and emotional development – which contains the information we need to help your child learn to make friends, work in a group, develop independence, share and express themselves appropriately.

The prime areas are the skills that children need so they are ready for school.

There are 4 **specific** areas of learning

- Literacy – reading and writing
- Mathematics – numbers, shape, size, measure and much more
- Understanding the world – learning about the world around us and technology
- Art and design – exploring art, crafts, music, dance and using imagination.

The specific areas prepare your child for life-long learning.

How can parents support learning at home?

There are 2 requirements in the EYFS related to supporting learning at home.

The key person must –

- EYFS requirement 1.10 *'seek to engage and support parents and/or carers in guiding their child's development at home'*.
- EYFS requirement 3.73 *'Providers must make the following information available to parents and/or carers: how parents and carers can share learning at home'*

Providing home learning ideas - we are required by the EYFS to provide you with activity ideas so you can follow-up your child's learning at home. This means that we will make suggestions for things your child might enjoy doing at home. Sometimes, we will share activity ideas with you such as recipes we have tried which your child has enjoyed or we might offer you resources or books to borrow over the weekend.

Keeping you informed - we will tell you about what your child is doing / saying while they are here – the activities they enjoy and the games they like playing.

We will keep you informed about what your child is learning while they are here in lots of different ways including in our newsletter, in your child's daily diary, on our noticeboard and through regular chats about your child's progress.

If you have any concerns about your child's learning and development, please let us know as soon as possible so we can all work together to support them. If we have concerns we will talk to you and suggest other agencies or professionals who will be able to provide further advice and guidance.

How will my child learn?

We will use a combination of the following to support your child's learning and development while they are in our care –

- Observation
- Ongoing summary assessment
- Your child's learning styles and characteristics
- Individual / next steps planning....

Observation - we will ask you for information about what your child can do and say when they first start in our provision. Alongside your comments we will make ongoing observations of your child's interests, learning styles and abilities and plan activities that will support their ongoing learning.

Summary assessment - we will assess your child's learning using Early Years Outcomes. Please keep us updated with things your child is doing and saying at home so we have a full picture of your child and what they enjoy.

Learning styles and characteristics - we will note your child's learning characteristics – the ways your child learns – with your input using the Development Matters guidance.

Individual planning - we use what we know about your child to plan exciting and challenging learning experiences for them. For example, if your child enjoys growing plants with you at home, we can grow some tomatoes or herbs here to complement their learning... if your child is into dinosaurs, we will make a dinosaur world for them to play with... etc.

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Assessment requirements

There are 2 statutory assessments –

- The progress check at age 2
- The assessment at the end of the EYFS

We must also be aware of and support children with working towards –

- The Early Learning Goals

Progress check at age 2 - all childminders must work with parents and other settings children attend (if relevant) to prepare a written progress check for children between the ages of 2 and 3 years. The progress check should ideally be written at the same time as the child's 'Healthy Child' Health Visitor check and the Health Visitor should be given a copy of the Progress Check by parents.

The assessment at the end of the EYFS – this assessment is the responsibility of your child's reception class teacher at school. When children are in full time, 10 sessions a week school, childminders no longer need to deliver the learning and development requirements of the EYFS. However, we must work with other settings to ensure children are making good progress towards the Early Learning Goals and complement their learning elsewhere while they are with us.

Early Learning Goals - your child's teacher will be continually assessing your child to make sure they are making good progress towards the Early Learning Goals (ELGs). We will use the Early Years Outcomes guidance to support your child's progress towards the ELGs as well.

The safeguarding and welfare requirements

The EYFS requirements cover the following areas of provision –

- **Child protection and safeguarding**

How we must keep your child protected and safe from harm - and what we must do if we are concerned they are being abused or mistreated.

We use the Government guidance document 'Working Together to Safeguard Children 2013' – you will find a useful summary of this guidance on the NSPCC website.

- **Suitable people**

Information about DBS checks and notes the people who are not considered suitable to work with children. All people living or working on childminding premises over the age of 16 must have CRB or DBS checks.

- **Staff qualifications, training, support and skills**

This section covers what qualifications and training we must have to care for your child. All childminders must have attended an introduction to childminding course and must have up-to-date first aid training.

- **Key person**

Every child must have a key person - I am key person for your child. My main roles are to support your child's care, learning and development and to work closely with you and other settings your child attends.

- **Staff / child ratios**

The ratios we must comply with to ensure we are working within the law and what we must do if we exceed our usual ratios in exceptional circumstances to provide continuity of care.

- **Health**

How we must protect your child's health and wellbeing, including arrangements for medication administration.

- **Managing behaviour**

How we must support your child to develop appropriate behaviour so they are ready for school. This section also contains information about physical intervention – which is when we might have to act to stop your child hurting themselves or another child. We will always record physical intervention.

- **Safety and suitability of premises, environment and equipment**

This section notes the ways we must ensure our house, garden, equipment and resources are safe and suitable for use by children. It includes the requirement to offer daily outside play opportunities for all children.

- **Special educational needs and disabilities (SEND)**

We must commit to being inclusive and welcoming to all children and their families. There is a new SEND Code of Practice with which we must comply and we are aware of our responsibilities under the Equality Act 2010 to ensure all children are supported to reach their full potential, making reasonable adjustments where necessary to enable them to succeed.

- **Information and records**

This section details the information we must ask for and the records we must keep about you and your child. We are required by our insurance company to retain safeguarding and welfare records about your child until they are 21 years and 3 months old. Learning and development information will be given to you when your child leaves our care.