

Flying Start guidance Annex B

Quality Childcare

Background

1. The provision of good quality childcare for children from 2-3 years of age is the centrepiece of services to be delivered under the Flying Start initiative. The quality childcare provision will focus on children from disadvantaged backgrounds, in target areas, and aims to improve their outcomes in preparation for school and in the long term.
2. The Welsh Assembly Government has a mixed economy approach to the provision of good quality childcare and education therefore, a range of providers will be able to offer Flying Start, as long as they meet the criteria set. These providers include the maintained sector and private and voluntary nurseries, playgroups and childminders. Parents should be able to access Flying Start provision for their children through the medium of English or Welsh.
3. Traditionally, the period before a child's third birthday was considered as a 'care period'. However, contemporary research into early learning and brain development suggests that this period is a foundation stage in lifelong learning. This was affirmed by a statement from the Jomtiem World Conference of Education for All in 1990 which stated that,

'learning begins at birth'.

4. One of the findings of the pre-school period of the 'Effective Provision of Pre-School Education (EPPE) Project (2003), is that an early start for children in pre-school, before the age of three, is linked to better intellectual attainment and improved social relationships with peers at age three. However, the researchers also discovered that high levels of group care, particularly in the first two years, is associated with an increase in anti-social behaviour at 3 years, but this was not found to be so for moderate levels of group childcare. The Flying Start initiative will, therefore, provide part-time places for children between the ages of 2 and 3 years, which, as discovered by the EPPE researchers, has the same impact on children's cognitive development as full-time attendance.
5. In many European countries there is a growing recognition that childcare and education cannot be separated and that quality services provide both. Selleck and Griffin (1996) state that,

"Education and care are inextricably linked. Quality care is educational, and quality education is caring."

6. The Flying Start initiative aims, therefore, to provide both early years care and education and to develop a strong partnership with families and other services that cater for young children, such as health. The most recent findings of the evaluation of Sure Start Local Programmes on Children and their Families (2005) states that health services need to be fully integrated into such early years intervention programmes. It also draws attention to the need for staff sensitivity when dealing with the most disadvantaged groups (teen parents¹, lone parents and workless households) to avoid them being overwhelmed and to maximise the benefits to their children.
7. There is a great deal of research evidence which points to the educational and social benefits for children and society, particularly for children from disadvantaged areas, of good quality provision in the early years. Research findings suggest that good early years care and education lead to improvements in children's language development, educational performance in mathematics and reading and a reduction in aggressive behaviour. Children who attend early years settings are more independent and concentrate on their play for longer and, on entry to school, are more co-operative and are better prepared for the challenges they meet.
8. Research also demonstrates that the quality of the provision has a marked impact on the outcomes for children. Children who experience good quality provision at an early age are more likely to go on to attend higher education institutions and have well paid jobs. They are also less likely to be involved in crime and the use of drugs and fewer of them experience broken marriages. Therefore, good quality provision is essential if Flying Start is to have the required impact on children's progress and development

Principles of good quality provision

9. It is important to remember that this period in a child's life is important in its own right and not just as preparation for formal education and adulthood. Each child enters a setting as an individual, who has had different experiences and is at a different stage of development. Children should not, therefore, be categorised according to chronological age, and what they know and can do is the starting point for their learning.
10. All children and their parents should be treated as equal. They must feel included regardless of race, gender, culture, religion, disability or life style and be fully involved in the life and work of the setting. Children with additional learning needs, regardless of their disability or need, will be fully included within this programme. The early detection of additional learning needs and intervention is essential if appropriate support is to be provided, as preventative intervention is usually more effective than support provided later.

¹ For parents read parents and carers

11. Young children of 24 months need time to settle into a new environment, to develop relationships with staff and peers and to adjust to new environments and routines. They need time to observe and to handle familiar materials that they can return to on a daily basis. Staff should support this settling in stage and not overwhelm children early on with too many activities and resources.
12. Staff and parents need to develop close partnerships and to share information about the children in order for them to gain maximum benefits from the provision within settings. Research evidence demonstrates that where parents, especially those from ethnic and low-income backgrounds, are involved as partners in settings their self-confidence and relationship with their children improves. Other agencies should also contribute and share relevant information that will enable all partners to cater for each child according to his/her needs.
13. **The Flying Start initiative is based on the following principles:**
 - staff working with young children should be well trained and qualified and have an understanding of how children develop and learn and be sensitive and responsive to their needs and feelings;
 - the role of the adult within the setting is to support, scaffold and facilitate learning rather than direct it;
 - children need a caring, stimulating environment, both inside and outdoors, which is safe and secure, where they can be happy and valued as individuals;
 - children should learn through first hand, play based experiences and discovery, experimentation and independence should be promoted;
 - the learning programme for children under the age of 3 years should focus on children's interest and needs and provide opportunities for them to develop their confidence and self esteem and the early skills, knowledge and concepts appropriate to their stage of development ;
 - the opportunities provided should build on what children have experienced in the home and while attending early activities such as Sure Start programmes, Parent and Toddlers, Ti a Fi etc and link with activities such as Language and Play and what children will experience in the Foundation Phase;
 - robust assessment through observation of children's daily activities should be used to support children's progress and development; screening systems should be in place to identify children with additional learning needs at an early stage and a national recording and reporting system should be used to inform the various professionals as required;
 - real partnerships must be developed between parents and staff; they should be included in all discussions about their children and be guided in ways to support their children's development outside the settings;
 - settings should develop close links with agencies that support children and their families and relevant information should be shared and their support/advice sought as necessary;
 - a range of strategies must be in place to ensure smooth transition between the different stages of children's experiences such as home-Sure Start- Flying Start –Foundation Phase etc.

The Learning Programme for 2 to 3 year olds.

14. Research suggests that an important aspect of provision which enhances children's development is the inclusion of an appropriate educational content. However, care must be taken to avoid what Meade and Podmore (2002) call the "educationalisation" or top down pressure of a curriculum designed for older children.
15. The Flying Start initiative will provide an holistic programme and staff, in partnership with parents, will support children's personal and social (and well being), linguistic (including communication skills) physical, intellectual (cognitive), emotional, moral and spiritual development (see Appendix 1). Research into curricula for young children suggests that flexible pedagogical frameworks that are broad, holistic and focus on process and developmental goals rather than on subject outcomes, form the most appropriate learning programmes for this age group. Autonomy is then given to practitioners, parents and children, at a local level, to develop a variety of stimulating activities and experiences which will excite, interest and motivate children's learning.
16. In order to set firm foundations for lifelong learning and to smooth the transition between Flying Start and The Foundation Phase, the provision in Flying Start settings needs to reflect a similar philosophy and pedagogy to the Foundation Phase and be sufficiently flexible at a local level, to meet the developmental needs and abilities of the children.
17. As emphasised in the Foundation Phase 3-7 years (2003), the most effective early years programmes emphasise learning through play, active involvement, problem solving and language development. Play supports children in 'learning how to learn', in acquiring high aspirations, a positive self image and dispositions to learning. As David (1996) suggests,
18. 'During play, children are free to make choices, and to follow interests, are self-motivated, engage in play about what is relevant to themselves and their lives, dare to take risks, learn from their mistakes without any feeling of failure, and negotiate and set their own goals and challenges.'
19. Staff in Flying Start settings will, therefore, need to have a good understanding about the way children develop and learn and be able facilitate learning through good quality, play based activities.

The Flying Start Learning Framework:

- The main focus should be on developing children's personal and social skills and well-being, communication skills² and positive disposition to learning.

² communication in all its forms for example language, mathematics, dance, drama, music, physical activity, art, craft etc

- Children should access learning experiences through play and be an active participant in all activities.
- The needs and interest of the children should form the basis of the learning programme which must be provided as an holistic experience.
- Staff should listen to and observe children in their daily activities before deciding on the learning focus and include children and parents in the planning process.
- Children's creativity and expression should be encouraged in all aspects of the life and work of the setting.
- Children should be immersed in a language rich environment and staff should provide them with good models of language and focus on developing their speaking and listening skills.
- Time should be provided for children to investigate, discover and to question, both indoors and outside, and to acquire the early skills that will set a sound basis for later development of reading, writing, information and communications technology, mathematical concepts and of the world around them, including the multi-cultural traditions and the bilingual (English and Welsh) nature of modern day Wales.
- Ample opportunities should be provided for children to develop their physical skills indoors, outside and in the wider community; when appropriate an understanding of the value of a healthy life style should be fostered for example during snack time when appropriate healthy drinks and food should be provided such as milk or water and chopped fruit. Drinks which are carbonated and/or high in sugar should be avoided along with foods high in sugar, fats and salt.

Inclusion and Additional Learning Needs

20. Research evidence points to the benefits of good quality early years provision for all children, but, as highlighted by researchers in 'The Early Years Transition and Special Educational Needs (EYTSN) Project' (2003), this is particularly so for children who have or are at risk of developing additional learning needs.
21. The researchers discovered that for cognitive outcomes children with multiple disadvantage in terms of child, family and home environment characteristics were more likely to be identified as at risk and that children who did not attend early education were particularly vulnerable (home group). The researchers suggest that high quality provision may be an effective intervention for the reduction of additional needs (both cognitive and social/behavioural), especially for the most disadvantaged and vulnerable groups of young children. They found that children who did not have English (or Welsh) as a first language showed a higher incidence of being at risk on entry to pre school but that they caught up when they were older, probably as they acquired a better understanding of English. Since there were many of these children in the home group, researchers suggested that encouraging these children to attend provision such as Flying Start, may help improve educational outcomes for them.

22. The researchers also suggested that sensitive assessment of children at entry to early provision (and at primary school) may help identify those who have or are at risk of developing additional learning needs. They stated that,

‘Sensitive assessment/screening at entry provides the opportunity to provide additional support and intervention that may help improve such children’s educational outcomes in the longer term.’

23. Flying Start staff, working closely with parents and outside agencies as required will, therefore, undertake sensitive screening of children on entry to settings at 2 years of age and ensure that the appropriate additional support is provided where necessary, within the setting whenever possible, by the staff or by other professionals as required.

24. Decisions about the most appropriate intervention programmes for these children should be taken by an interagency panel of experts, set up by the Partnership, to ensure that appropriate support is provided for them, which meets their needs. Parents and Flying Start staff should be fully involved at all stages of this process.

25. Every effort should be made to ensure that all parents with children of appropriate age within the area are offered, and encouraged to take advantage of the Flying Start provision available for their children. This will support the early identification of needs and, where necessary, ensure that support can be provided as early as possible.

26. In some instances it may be necessary to adapt the accommodation and provide specific resources and equipment to ensure that all children, including those with disabilities, can access the Flying Start provision.

Assessment, Recording and Reporting

27. Assessment of children’s interest and needs should be the starting point for staff when planning experiences and activities. Health visitors should be involved in the process and the most made of the information they have available about the children’s development. Planning should be sufficiently flexible to allow staff to adapt and re-structure plans as a result of on-going observation of children during their daily activities.

28. All staff within settings should be involved with on-going assessment and planning. Parents should also be fully informed and involved in both the assessment and planning of activities for their children and advised on how best to support their children’s learning within the home environment. Parents should be encouraged to involve additional professionals in this process where their children are identified as having an additional learning needs.

29. Decisions about the most suitable screening tool to be used will be made in conjunction with experts in the field. The screening will be administered by the staff when children enter the setting at 2 years of age and again when they are

3 years old, during the last four weeks in the Flying Start setting. Parents should be kept fully informed about the outcomes of the assessment and encouraged to support the sharing of information when children transfer to the next stage in their education such as playgroup, nursery, childminder or school. The screening data will be collected by the Welsh Assembly Government and used to evaluate the impact of the initiative and to inform future developments.

30. All Flying Start settings will be expected to use a centrally developed recording and reporting system which will be developed by The Welsh Assembly Government with support from local authorities and the Associations³.

Staffing and ratios

31. If Flying Start is to offer quality provision, then the staff appointed to work with such young children must be of the highest calibre. Melhuish (2004) states that one important aspect in ensuring quality provision which enhances children's development is that staff should be well-trained and that staff development should ensure continuity, stability and improving quality. He states that,
32. 'Staff should be responsive, affectionate and readily available' and 'committed to their work with children'.
33. The EPPE (2003) researchers found that the higher the staff qualifications, particularly the leader/manager, the greater the progress made by the children.
34. Bertram and Pascal (2002) suggest that there is agreement across many countries that investing in well trained, professional staff is a better way of ensuring quality than having a curriculum that is over prescribed. They also found that many countries were aiming to increase the qualification levels of their early years staff.
35. Staff working in the Flying Start settings should, therefore, be appropriately trained and qualified and have experience of working with such young children. Leaders/managers of settings must have at least a level 3 in childcare or equivalent qualification as included in the Welsh Assembly Government's National Qualifications Framework for Early Years Education, Childcare and Playwork. It would be considered good practice if leaders/managers were to commit themselves to further study and to enhance their qualifications. If unqualified support staff are employed, then they must make a commitment to training to at least Level 3 in childcare or an equivalent qualification as included in –the National Qualifications Framework for Early Years Education, Childcare and Playwork. The Welsh Assembly Government views Flying Start as a long-term strategy and, by 2010, there is an expectation that all support staff working in the settings should have at least a level 3 qualification and leaders /managers should be qualified to level 4 in childcare or equivalent qualification.

³ Associations include Mudiad Ysgolion Meithrin (MYM), Wales Pre-School Playgroup Associations (WPPA), National Day Nursery Association (NDNA) and National Childminders Association (NCMA).

36. Professor Melhuish discovered during his research that children showed signs of increased aggression when their carers were constantly changing. He stated that: 'Children learning to communicate will often use idiosyncratic speech or gestures. A caregiver who is familiar with the child is likely to learn such idiosyncrasies and be able to respond, where as a new caregiver is more likely to fail to understand.'
37. It would, therefore, be regarded as good practice if Partnerships could consider introducing strategies that will enhance continuity of staffing within Flying Start settings.
38. In the National Minimum Standards enforced by the Care Standards Inspectorate for Wales (CSIW) for providers of sessional care, it states that the minimum staffing ratio for children aged 2 years should be 1 adult to 4 children. Thus, Flying Start settings must ensure that at least a ratio of 1 adult to 4 children is provided at all times. Over and above this, additional trained and qualified staff should also be employed, on a part-time basis, to provide cover to allow the leader/manager to meet parents on a regular basis, undertake home visits and attend meetings etc. This cover should be for a minimum of three sessions per month.

Training and Pedagogy

39. When discussing practice, Selleck and Griffin (1996) suggest that working with and meeting the needs of the under threes and their families is a rewarding yet demanding task which can be emotionally and physically draining. Staff need time to reflect on their practice and to share concerns with colleagues. They go on to suggest that sensitive supervision, in-service training and the formation of networks can help to meet this need.
40. Researchers monitoring and evaluating the first year of the Foundation Phase pilot found that settings that nurtured children's intellectual development tended to nurture social-emotional development as well. However, the reverse was not true. In order to ensure that appropriate support is provided for Flying Start staff in providing both education and care, the Partnership should appoint a qualified teacher, who has an understanding of the care and educational needs of children at this stage in their development. The teacher will work with Flying Start staff in their settings, provide in-service training on pedagogy and practice and create and support local networks.
41. All Flying Start leaders/managers should attend two days training before the initiative begins. This training will focus on pedagogy, screening, planning, developing relationships with parents and outside agencies and acquiring a knowledge of the parenting programme on offer to their parents and issues such as team building and quality assurance. The Partnerships will be responsible for ensuring that all Flying Start leaders/managers attend this training. The training will be based on a set training pack produced centrally by the Welsh Assembly Government, with support from local authorities, and be provided by the local Partnerships' specifically appointed teachers, with support from the Associations and local education staff. The Partnership Support Unit will facilitate ongoing sharing of good practice, linking in with the National Pedagogy Initiative.

Accommodation and resources

42. The standard of accommodation and resources has an impact on the quality of provision provided for children who attend settings. Poor facilities restrict children's experiences which can have an adverse effect on their physical and cognitive development and on the standards they achieve. Some early years models set clear guidelines for the organisation of space and materials. In the High/Scope model, for example, the environment is carefully organised to promote active learning and in the Reggio Emilia approach a great deal of attention is given to the organisation of the environment which is regarded as a 'third teacher'.
43. The Care Standards Inspectorate for Wales sets a minimum standard of 2.8 square metres of indoor playing space per child for this age group. This should be regarded as a basic requirement within Flying Start settings. Sufficient space must be available to create large and small play areas where children can, for example, use both large and small construction materials and areas are required for role play, experimenting and investigating, art and craft activities and for sharing books. Withdrawal areas should also be provided for individual children and for small groups and quiet areas where children can reflect and rest. Appropriate space should also be available to store work in progress or completed activities and appropriate storage areas should be provided, with easy access, to encourage children to select materials and equipment to support their development as autonomous learners. Staff will also require quiet withdrawal areas that will allow them to work with parents and to have confidential discussions when necessary.
44. Children also require a safe and secure outdoor space which is easily accessible. The outdoors is an ideal area for active learning and for encouraging risk taking, for learning at first hand about the weather and nature and where large scale and messy activities are possible. Research suggests that the outdoor environment influences children's attitudes and behaviour and the level of care shown in its management gives powerful messages to both children and adults about the way they are valued by the setting.
45. Accommodation and resources for Flying Start settings should, therefore, be of the highest standard, both indoor and outdoors, to ensure the best learning environment for children, appropriate teaching spaces for staff and a place where parents feel comfortable and welcomed. It may be necessary, on occasion, to modify or adapt accommodation and resources to ensure that all children can access the provision, regardless of their need or disability.

The number and length sessions

46. The Flying Start quality childcare will focus on improving the outcomes for young children in preparation for school and in the long term. Young children can access this provision from the beginning of the term following their second birthday to the end of the term in which they celebrate their third birthday.

47. In order to make the most of the time young children spend at the settings, and for them to make the most of the experiences offered, providers should offer 2.5 hours per day, 12.5 hours per week. This provision should be available to parents and their children for 42 weeks per year, which should include part of the long summer term break provided for children in compulsory education. (July /August)

Quality Assurance

48. All Flying Start providers will be expected to join one of the major Associations involved with the provision of education and care for young children in this age group and therefore to undertake their quality assurance systems. The Associations will need to provide support and training for the settings in the use of such quality assurance schemes.
49. Currently the Welsh Assembly Government is producing one quality assurance scheme for Wales and all settings will be expected to follow the scheme once it is available for use.

Links with and involvement of parents

50. There is a great deal of research evidence which confirms that parental interest and involvement in their children's learning has a positive impact on children's development and achievement. Staff should be proactive in contacting families where there are children who could benefit from attending Flying Start settings to secure parents' support and children's attendance at the settings. To achieve this, they need to work with colleagues in health for, as stated in the Report 13 on the Sure Start programme, health-led programmes found it easier to make contact with families with children under four than the Sure Start Local Programmes.
51. Parents of children who attend Flying Start settings need encouragement to become fully involved in their children's activities and in the assessment of their progress. Staff should welcome parents into the settings and show them that they are valued as the children's first educators and carers. Ensuring that parents are aware of the aims of the setting and allowing them to see how practitioners relate to and work with such young children can build parents' confidence and could renew their interest in learning. Parents should also be encouraged to contribute whenever possible, to the life and work of the setting.
52. The EPPE (2003) research discovered that the quality of the home learning environment has an impact on children's development. It was found that although there was a link between parents' social class and levels of education and children's outcomes, what parents do with their children is more important than who they are. Where parents undertake activities such as reading to their children, teaching them songs and rhymes, painting and drawing, playing with letters and numbers, undertaking visits and providing opportunities for them to play with peers, it helped to promote their children's intellectual and social development. Staff in Flying Start settings should, therefore, be proactive in helping parents to support their children's development and learning at home.

53. Parenting programmes such as the 'Incredible Years' should be available within Flying Start areas to support parents and, as mentioned in Section 6, it would be good practice for staff in the settings to familiarise themselves with the programme available to their parents.

Summary: Management of Flying Start initiative.

54. Children and Young People's Partnerships will have overall responsibility for the management and organisation of the Flying Start initiative. Partnerships should ensure that:

- appropriately trained and qualified staff are employed by the selected settings;
- where unqualified support staff are employed by settings they should ensure that the individuals make a commitment to training;
- all leaders/managers attend two days training prior to the start of the initiative and make a commitment to participate in practice networks and continuous professional development;
- they implement strategies that will enhance continuity of staff in settings;
- the accommodation, both inside and outdoors, and resources provided are of good quality and appropriate to meet the needs of the children and their families;
- a qualified teacher, who has an understanding of the care and educational needs of children at this stage in their development, is appointed to support and work with the Flying Start staff in settings and by providing in-service training on pedagogy and practice etc and by creating and supporting local networks; where the number of settings in an authority is low, one teacher could cover a network of Flying Start settings across county borders;
- staff in Flying Start settings benefit from the support and training provided by the Local Education Authority where it is appropriate;
- Flying Start settings are registered with the Care Standards Inspectorate for Wales;
- Flying Start settings belong to an appropriate Association (e.g. WPPA, MYM, NCMA, NDNA etc) and that funding is provided to cover their membership and quality assurance procedures;
- good links are developed between the Flying Start settings, providers of care and education for the children before the age of two and the Foundation Phase settings they will enter once they become three years of age;
- each setting provides 2.5 hours of education and care for children every day, 12.5 hours per week, for 42 weeks per year, including part of the long summer break;
- an interagency panel is established which will have responsibility for ensuring that children who are diagnosed with additional learning needs have effective programmes and appropriate intervention as necessary to support their development; (where Partnerships currently have such arrangements in place these can be utilised rather than creating a new panel) and
- appropriate data is collected about children's development on entry and on leaving the settings, including screening information and relevant additional needs information, so that detailed evidence is available on the impact of the provision on children's progress and achievement and to inform the receiving Foundation Phase settings.

Appendix 1

Within Flying Start young children will have a broad and balanced range of activities and experiences appropriate to their needs, that will support their development and aim to improve their outcomes in preparation for school and in the long term.

The section below may help to clarify why certain experiences and activities are provided and how they support children's development and acquisition of skills and attitudes. **It must be remembered that children attending Flying Start settings will be at a very early stage in this process.**

(An extract from 'The Developing Child' in 'The Foundation Phase in Wales' a Draft Framework for Children's Learning' ACCAC 2004

Personal and Social Development

Personal and social development focuses on the children's awareness of themselves and the development of relationships, skills and attitudes with other people. Children should have experiences that enable them to:

- interact with others
- form relationships with peers / adults
- develop confidence
- become aware of the feelings of others
- play and interact with peers / adults
- settle in to a new environment and become part of new groups
- recognise themselves as part of different communities
- learn social skills such as sharing / caring
- be sociable and well balanced
- begin to express their own ideas
- begin to express their own feelings
- begin to express their own views
- begin to take responsibility for their actions
- be aware of and accept the differing needs and views of others
- explore and understand the diversity of roles that people play in different groups
- begin to take responsibility for personal hygiene and dressing themselves
- develop good eating and social habits

Emotional Development

Emotional development focuses on the development of the children's self-esteem, their feelings and awareness of the feelings of others. Children should have experiences that enable them to:

- express emotions and feelings
- learn to deal with a range of emotions
- feel secure in themselves and with others
- tackle new activities with enthusiasm
- cope with unfamiliar activities
- cope with disappointment

- know when they need time and space
- be able to take turns and demonstrate appropriate self control
- develop a positive self-image and a sense of self-awareness and belonging
- respond to different stimuli
- recognise need for help and seek it when needed
- persist at an activity without becoming frustrated

Moral and Spiritual Development

Moral and spiritual development focuses on the development of values, concepts and the way in which children should relate to others morally and ethically. Children should have experiences that enable them to:

- understand what is right and wrong
- show sensitivity
- understand what is fair and unfair
- begin to take responsibility
- begin to develop concepts of, being helpful, forgiveness and fairness
- understand that people have different preferences, views and beliefs
- be still and reflect
- gain awareness and reflect on their own beliefs
- gain awareness of the beliefs of others
- express feelings of awe and wonder
- know that each person is different but all are equal in value
- understand the needs and abilities of others and the need to share and take turns

Cognitive Development

Children's cognitive development is the development of the mind and it focuses on their thinking and understanding (including problem-solving / reasoning / concentration / memory). Children should have experiences that enable them to:

- experiment / investigate in different ways
- make decisions
- solve problems
- concentrate on tasks / activities
- compare / contrast
- sort / classify
- explore different materials / world (environment) around them
- group objects according to different criteria
- recognise patterns
- sequence
- evaluate / reflect
- offer own opinions
- use standard and non standard measures
- be keen to learn in a variety of contexts
- develop a sense of space, direction and distance

Linguistic Development and Communication Skills

Linguistic development and communication skills focus on how children communicate and express themselves across the curriculum. Children should have experiences that enable them to:

- use senses
- observe
- examine
- listen and respond
- practice language
- ask questions (why, how and what)
- use appropriate vocabulary
- respond creatively
- describe
- talk about their work
- express needs
- express opinions
- express ideas
- try out new words and sentence structures
- express and record within the different stages of emergent writing
- record ideas
- report findings
- find information
- use ICT
- express imagination
- explain what they are doing
- change information from one form to another

Physical Development

Physical development focuses on increasing the skill and performance of the body. Children should have experiences that enable them to:

- develop co-ordination
- develop gross motor skills
- develop fine manipulative skills
- develop confidence
- control bodily movements
- develop muscle tone and balance
- develop sensory awareness

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