

EARLY YEARS FOUNDATION STAGE

Direction of Travel Paper

December 2005

THE VISION

1. The Early Years Foundation Stage (EYFS) is about improving life chances for all children, by giving them the opportunity to have the best possible start, regardless of their family circumstances or the setting they attend. The EYFS will be designed to deliver improved outcomes for all children, across every area of learning and development. We know that there are particular gains for disadvantaged children from early access to high quality care and education and we will focus on closing the achievement gap between those children and others.
2. Through the Childcare Bill, we seek to establish a single coherent phase of development for all young children, as announced in the 10 year strategy for childcare 'Choice for parents, the best start for children'. We will provide a flexible system that fosters and supports their development from birth, where they will interact with adults that are appropriately trained and experienced; in environments that are safe, caring and loving. The approach of practitioners will be age appropriate, ensuring that there are different activities for children of different ages and at different stages of their development. Through the EYFS parents can feel secure knowing that all settings will allow children to progress at a pace that's right for them as individuals, taking account of any particular needs they may have.
3. For young children, care and learning are indistinguishable. Care cannot be considered to be of good quality unless it provides opportunities for children to learn and develop. Learning cannot be considered to be of good quality unless it is provided within an environment where all children feel safe, secure and included. By applying the same system to all providers we will ensure a level of consistency and quality across all settings. The child's needs do not change depending on the setting and nor should the standards and quality experienced by the child.

CONTEXT

4. Following the publication of Every Child Matters, which put children at the centre of service delivery, the Government introduced its 10 year strategy for childcare. The Childcare Bill takes forward the legislative commitments made in the 10 year strategy for childcare.
5. The Childcare Bill provides for the creation of the EYFS, to be launched in 2008 and to be compulsory for all early years providers that have to register with Ofsted as well as independent, maintained and non-maintained special schools with provision for children from the age of 3 to the end of the academic year in which they turn 5. 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.
6. The EYFS will bring together the current Birth to three Framework, the Foundation Stage and elements of the National Standards for under 8s daycare and childminding into a single framework. It will cover children's development and learning experiences from birth to the 31st August following a child's 5th birthday (or, if the child turns 5 on 31st August, on that day). The Childcare Bill

will give EYFS the same legal status as the Foundation Stage currently has under the National Curriculum, whilst also removing the Foundation Stage from the National Curriculum. For schools, this will not mean a significant change: in effect, the existing requirements of the Foundation Stage of the National Curriculum will simply be translated into the requirements of the new EYFS.

7. The Childcare Bill specifies the areas of learning and development for the EYFS. These 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.
8. 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); and
 - assessment arrangements (these will focus on practitioners assessing children's needs by observing their play).
9. In legislative terms the specification of the aspects of learning, the early learning goals, education programmes and assessment arrangements are broadly in line with existing legislation underpinning the Foundation Stage within the Education Act 2002.
10. The Childcare Bill allows that welfare requirements (currently articulated in the National Standards) to be included in EYFS may be set out within welfare regulations. These may include:
 - The welfare of the children concerned;
 - Suitability of persons to care for, or be in regular contact with, the children concerned;
 - Qualifications and training;
 - Suitability of premises and equipment;
 - The manner in which the early years provision is organised;
 - Procedures for dealing with complaints;
 - Record keeping;

- Provision of information.
11. To draw these different orders and regulations together coherently, the Childcare Bill allows for them to be produced as a single publication. This will form the EYFS guidance. We intend to ensure that it is accessible to a range of professionals working with families and children. We also intend that it should reflect the range of provision, including home based care, such as that offered by childminders.

EVIDENCE BASE

12. As with the existing *curriculum guidance for the Foundation Stage* and *Birth to Three Matters Framework*, EYFS will build on detailed research findings. The current Foundation Stage builds on the Effective Provision of Pre-school Education (EPPE) longitudinal research project and Researching Effective Pedagogy in the Early Years (REPEY), both of which provide a significant body of research into effective early learning and development practice. Key EPPE findings include:
- those children who access nursery education demonstrate better attainment at school at the age of seven. Specifically, children with experience of pre-school education demonstrate significantly higher attainment in KS1 national assessments in Mathematics and English compared with children who have no experience of pre-school education;
 - starting early – from the age of two upwards – together with higher quality provision, improves children’s intellectual development at entry to school and up until the end of KS1;
 - attending pre-school has been found to give an average development ‘boost’ of four to six months, by the time the child is 5. This is in comparison to not having attended pre-school;
 - Disadvantaged children benefit significantly from good quality pre-school experiences, giving them a developmental boost at entry to primary school which continues at least to the end of KS1;
 - Pre-school attendance reduces the risk of SEN from 1 in 3 at entry to pre-school to 1 in 5 by the time children start primary school. This positive effect remains evident at the end of year 1.
13. There has been a long debate about the extent to which early education should be formal or informal, often summarised by the extent to which the curriculum is or is not ‘play’ based. EPPE concludes that in the most effective centres, ‘play’ environments were used to provide the basis of instructive learning. The most effective approach, and one which will be at the core of EYFS, is both ‘teaching’ and providing freely chosen yet potentially instructive play activities.
14. In effective settings, the balance of who initiated the activities, staff or child, is about equal. Children are encouraged to initiate activities as often as the staff. Similarly in effective settings the extent to which staff extend child-initiated interactions is important. EPPE found that almost half of the child-initiated

episodes which contained intellectual challenge, included interventions from a staff member to extend the child's thinking. Open-ended questioning is also associated with better child outcomes.

15. Birth to Three Matters is underpinned by the *Birth to three Matters* literature review, which confirms that the quality of interactions with children can have significant benefits on the outcomes of children (see [Annex B](#)). Further research undertaken for the Daycare Trust (*Child Benefits: the importance of investing in quality childcare*, Professor E Melhuish, June 2004) indicates that three aspects of social process in terms of interactions between staff and children are critical to quality of care particularly for the under-threes - these are affection, communication and responsiveness. As with the current Birth to Three Matters, these aspects will feature in the new EYFS.

EYFS CONTENT

16. Our aim is that EYFS should replicate the things which good parents do as a matter of course with their children, and which they would therefore expect to see in a good childcare setting.
17. The EYFS will take 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.
18. This outcomes framework has been developed since the publication of Birth to Three Matters and the Foundation Stage, and therefore, some reworking in structure, but not in basic content, will be necessary to ensure coherent outcomes based approach. We will continue to provide a framework that delivers learning and development experiences, tailored according to each child's age and stage of development.
19. We will set out the content so that practitioners can clearly see children's general progression through the four 'aspects' of children's development set out in Birth to Three Matters towards the early learning goals, and see how that relates to the five outcomes. Suggested activities for babies will necessarily differ from the sorts of activities which are appropriate for 3 and 4 year olds.
20. We will also ensure we retain a clear focus on the Early Learning Goals, which set out challenging expectations for children's achievement at the end of the Foundation Stage (see [Annex B](#)), particularly in the areas of communication, language and literacy, and problem-solving, reasoning and numeracy where many of the existing goals are pitched at level 1 of the national curriculum.

21. To ensure that our children are able to learn and develop in a safe environment and with suitable adults, we will include elements of the 14 national standards for under 8s daycare and childminding. As with the current three documents, we will maintain an approach that ensures providers meet the needs of all young children, and particularly those with special needs, whilst ensuring that they promote equality of opportunity and anti-discriminatory practice.
22. Illustrative case study examples of children's progression in personal, social and emotional development and communication, language and literacy are at Annex A.
23. The EYFS document will include a series of principles and/or standards which will underpin practice. These will replace the existing principles from Birth to Three Matters and the Foundation Stage, as well as the national standards for under 8s daycare and childminding. For instance:
 - A relationship with a key person at home and in the setting is essential to young children's well-being. Practitioners must build positive relationships with parents in order to work effectively with them and their children;
 - Schedules and routines must flow with the child's needs;
 - Practitioners should ensure that all children feel included, secure and valued;
 - Early years experience should build on what children already know and can do. It should also encourage a positive attitude and disposition to learn and aim to prevent early failure;
 - No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability;
 - Practitioners should ensure that assessment arrangements are appropriate and practical support is available for those children who may need additional support in learning;
 - The principles will underpin the ethos with which services for young children should be delivered;
 - Well-planned play will continue to be central to children's development and learning, ensuring that learning is both challenging and fun;
 - Indoor and outdoor space should be organised to give children plenty of space to move around, to work on the floor and on tabletops, individually and in smaller and larger groups. Resources should be well organised and labelled to encourage children's independence and to ensure that they can find what they need;
 - Practitioners should join in with children's learning, extending their language and thinking and helping them to make progress. There should be a balance of child-initiated and adult-led activity;
 - Practitioners should plan a wide range of play opportunities for children to learn both indoors and outdoors, based on what children already know about and can do. Planning should recognise individual children's different interests, needs and levels of support;

- Children's learning does not fit neatly into separate compartments. One activity or experience can help to develop skills and understanding across several areas of learning. For example, in 'building work' outdoors, children can develop social, physical, creative, language and literacy and numeracy skills. Practitioners ensure that children take part in a wide enough range of activities over time to ensure that all six areas of learning are covered.

ASSESSMENT

24. As now, there will be no tests or group assessment for young children in EYFS. Instead, practitioners' planning for individual children's development and learning will be based on their continuing observational assessment throughout the whole EYFS. Practitioners will supplement this with discussions with and information from parents and will build on ongoing observational assessment information passed on from practitioners in settings previously attended by the children.
25. This sort of assessment will allow practitioners to plan activities and experiences for individual children based on their knowledge of the children's interests and abilities and relating directly to the children's needs in terms of next steps. We want to ensure that all practitioners are trained and able to plan for the development of children in their care in the most effective manner, whilst ensuring that the child's experience is fun and feels like play.
26. We do not expect to change the current timing of data return on assessment, with practitioners completing and returning Foundation Stage profile data at the end of the EYFS.

UNDERPINNED BY EXEMPLIFICATION

27. Many settings already deliver good quality integrated care and learning, in line with Birth to Three Matters and the Foundation Stage. We want to ensure that everyone who is working with young children is trained and experienced to deliver developmental activities that stimulate young enquiring minds and that all practitioners are supported and challenged to continuously improve over time.
28. We are not expecting practitioners to move to the delivering EYFS without guidance and training. The EYFS guidance will include exemplification, drawn from existing good practice from across the country, age range and settings and fully inclusive of the diversity of children, families and communities within our settings, including those currently underrepresented. This will provide the additional guidance needed to help parents, practitioners and local authorities understand what these principles mean for them.
29. This will not focus on specific activities or aspects but rather will look at what a truly integrated and coherent day might look like for e.g. a 2 year old in a Children Centre or a 5 year old in the first year of school.
30. Such exemplification would also show how practitioners meet the needs of for example a group of 2-4 year old children in a pre-school, or how a local authority supports, monitors and challenges continuing professional development within a childminding network. For clarity, such exemplification would also need to

include examples of what is not acceptable within the framework e.g. practice that excludes children, a lack of engagement with parents, poor systems for supporting children's transitions.

LINKS TO OTHER RELEVANT FRAMEWORKS

31. EYFS will form the basis of the new inspection system and Ofsted, working in parallel to the policy development will be developing a new inspection framework. As with EYFS, much of the groundwork for a new inspection framework has already been laid through the current early year's inspection framework and the school inspection framework. It will be important to ensure that the ambition of integrated inspections where early year's provision is based on school sites is realised. This will also have implications for the training of all Ofsted inspectors.
32. As now, we will provide non-statutory guidance to all schools and early years settings on what makes best practice to ensure that all children, irrespective of the setting they attend or their circumstance or background, are able to learn and develop at a pace that is appropriate for them, but which also makes the transition to more formalised learning less stressful and continues the desire and motivation in the child to learn. This means that, without any formal prescription beyond the contents of the EYFS, practitioners will receive appropriate training and development to become better skilled and trained to plan and deliver in a way that best meets the learning and development needs of the children in their care.
33. This will be particularly important with the renewal of the Primary National Strategy's *Frameworks for Teaching Literacy and Mathematics*, which support teachers and practitioners in delivering the literacy and numeracy requirements of the National Curriculum from reception to year 6. The renewal of Literacy Framework will, in particular, take account of the findings and recommendations of the Rose Review, an independent review into the teaching of early reading in early years settings and primary schools, and so ensure that early years provision can to provide the most effective means of enabling children to progress in reading, taking account of up-to-date research and practitioner evidence (see [Annex C](#)). The new Literacy and Mathematics Frameworks will be published by September 2006 and we will ensure that the guidance they provide fully underpins the emerging EYFS.
34. The EYFS will be compatible with and take account of the SEN Framework and the key objectives for young children's learning and progression as set out in *Removing Barriers to Achievement: the Government's Strategy for Special Educational Needs*.
36. Key stakeholders and delivery partners responsibly for delivering the EYFS should have regard to their duties under DDA 1995 and 2005 to make reasonable adjustments to improve access for disabled children.

CONSULTATION

35. The success of both Birth to Three Matters and the Foundation Stage has been largely due to the early years sector's involvement in their development. That is, therefore, the approach being taken during development of EYFS.
36. This fundamental restructuring of the existing quality frameworks will be taken forward in partnership with key stakeholders and delivery partners, across the maintained and private, voluntary and independent sectors. In delivering the EYFS, early years providers can then develop their own programmes and activities which best meet the individual needs of children, families and communities with whom they work. The activities should be based on learning through play and be appropriate to the age and stage of development of each child in the setting.
37. Guidance on implementation, delivery and inspection of the EYFS will be developed to support early years providers, voluntary and provide sector and local authorities. We shall also be considering the role of quality assurance and how this might best complement EYFS.
38. A formal consultation on the detailed content of the EYFS will take place in spring 2006. In order to ensure appropriate debate, a wide range of events have been organised and are planned to continue until March 2006. Groups of practitioners, heads of centres, headteachers and national organisations have all contributed to thinking and the early direction of the work. In addition discussions have been held with local authority early years staff and lead early years staff from higher and further education. The Department shall continue to work with as wide a range of partners as possible so as to inform policy and material developments between now and April 2006 and beyond.
39. The discussion process has indicated that most practitioners are enthusiastic about retaining both BTTM and the CGFS which they believe have improved outcomes for children within an appropriate play-based approach. However, it is also important to note a significant body of support for a more radical rewrite.
40. Further events are planned over the next 6 months to share thinking and materials as they develop. In addition a range of settings in four local authorities are being funded to seek the views of children and parents.

IMPLEMENTATION

41. Many settings are already delivering Birth to Three Matters, the Foundation Stage and the national standards for under 8s daycare and childminding. We know from Ofsted that almost all childcare inspected was 'at least satisfactory'; and that achievement in most Foundation Stage classes and settings was found to be 'at least good'. There are, therefore, a great many settings already successfully delivering integrated care and learning.
42. Building on progress to date, 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, throughout 2007 and 2008.
43. There are a number of key activities that will impact on the development of the EYFS.

Early Years Foundation Stage - timetable for development

Childcare Bill announced in Parliament	November 05
Publication of the direction of travel document	December 05
Further consultation with the sector on the EYFS contents	December 05 – March 06
EYFS 1 st detailed draft prepared	March 06
Formal public consultation on the detailed content of EYFS	Spring 06
Regional consultation and awareness events with key stakeholders and partners, including:	Spring 06
EYFS guidance developed following consultation outcome	August – September 06
EYFS final document complete	September 06
EYFS training to early years providers	October 07 – August 08
Providers implement EYFS	September 2008 onwards

ANNEX A

CASE STUDY EXAMPLES OF A CHILD'S PROGRESS IN PSED AND CLL

Developing a sense of belonging and learning about making relationships from birth to the end of the EYFS

This example shows *child-led* development/progression through 'a strong child' and personal, social and emotional development from birth, in supportive settings where parents and staff communicate well. We expect EYFS to facilitate this sort of approach.

As a small baby Chloe always took 'Mr Ted' with her to her **childminder**. Her mum explained that she liked to have him close to her face when she was tired and the childminder was careful to remember this. She and Chloe would snuggle up together with Mr Ted to look at books or when she was tired or upset. At 2, Chloe (and Mr Ted) began to go to the toddler group with her childminder. Chloe played very close to her childminder but was happy to have other children close by and would sometimes offer them one of her toys. Sometimes she would take a toy from another child and was reluctant to give it up. Her childminder helped her to return the toy and quietly talked to and comforted her when this distressed her. She would then help her to play with the other children by drawing them into activities they could share. As Chloe became more settled in the group she moved more freely around the room and garden and often turned to the play worker for help and support instead of her childminder.

When she was 3 Chloe went to the **local nursery class**. The nursery staff had good information from Chloe's mum and the childminder, both of whom spent time with Chloe in the nursery both before and after she started there. Her confidence grew rapidly and she only needed Mr Ted when she was tired or upset. She looked out for her key adult each day when she arrived but soon ran off to find one of her two close friends who she liked to be close to and play with. Over the next few months she was increasingly happy to play with different children in the class but continued to look out for her key adult and two close friends when she first arrived and would not leave her childminder until she found them. She was often caring to new children and would bring them toys and show them how to use them.

At four and a half she transferred to the **reception class**. Mr Ted still came but spent the day in Chloe's drawer. She still looked out for her two close friends each day but played happily with all of the children. She went to find her teacher when she arrived each day but enjoyed talking to other adults too. She found it hard when the adults were all busy with other children and she had to wait for their attention but began to learn that her turn came if she waited. After a while she began to come to breakfast club with her older brother and chatted to him and his friends confidently. At the end of the day she was collected by her childminder and always ran to her for a hug.

By the end of the EYFS, when Chloe was five years and three months old she had learned to build and sustain a range of relationships and to relate in different ways to different people. Other children sought her out to play with and she responded sensitively to children who asked for her help. She shared resources happily. Sometimes she still got frustrated when she had to wait for an adult to respond to her, but she dealt with her frustration by finding something else to do while she waited. Within familiar situations she was confident and outgoing but still needed the

reassurance of a familiar adult for new and unknown events. When she was tired, upset or unwell she still snuggled up to Mr Ted. She had learned to **form good relationships with adults and peers (early learning goal)**.

Developing and learning as a skilful communicator from birth to the end of the EYFS

As a young baby Mehmet's gurgles, squeals, cries and babbling were all responded to with interest and warmth by his parents, grandparents and older siblings. They all talked to him, cuddled him and encouraged him to communicate. His mother is Turkish and his father is English. Mehmet stayed at home with his mother until he was a year old and then, until he was three, spent three days a week with his maternal grandparents. By eighteen months he was producing one or two word utterances in both Turkish and English. He understood far more than he could say and particularly enjoyed joining in with nursery rhymes and stories in both languages. He was a regular visitor to the local library and would seek out his books at home and turn the pages with enjoyment retelling the stories to himself. He always enjoyed it if his older brother aged 8 shared his favourite non fiction book about planes and Mehmet listened with great attention to the technical details, and afterwards would often sit and go through the book on his own trying to say things like 'aeronautical'.

On two mornings per week Mehmet and his grandmother would attend the stay and play sessions at the local nursery school (now a children's centre) His grandmother wasn't sure how keen they would be on her speaking to Mehmet in Turkish and was very shy about her own sometimes hesitant English. However the staff were very positive about a dual language approach and explained how lucky Mehmet was to be growing up with two languages and how maintaining both would help his thinking and communication skills. By the time he was three Mehmet was confidently speaking and listening and able to use his spoken language for a range of purposes. At stay and play he would take the lead in acting out stories and loved to tell 'jokes' in both his languages. He would switch between them easily – often translating for his grandmother if he thought she didn't understand an English version. He still loved books, stories and rhymes and especially enjoyed it when one of the practitioners made up nonsense rhymes with the children asking them for silly words or pretending to get favourite rhymes confused.

When Mehmet was three and a half he started in the nursery at the same centre. His favourite area from the outset was the large outdoor space. He would always be outside if he could – often running and jumping and crawling through the grass in the wild area with his 2 special friends. He was often the leader in games based on favourite stories. He also began to enjoy throwing a ball and persevered in learning to catch. The nursery provided lots of opportunities outside for him to develop the upper arm and wrist strength and the fine motor skills that he would need in order to write his many ideas down as he got older.

By the time he was four Mehmet could recognise all the letters in his name and could say what sounds they made. He proudly brought into nursery Turkish writing he had done at home and it was displayed next to the Turkish story book which had inspired it. He could write his name and was beginning to sound out words he encountered in books.

When he was four and a half he started in the reception class at the local school. He still liked to be outside and physically active whenever he could, but was also very interested in book making and was beginning to use his extensive knowledge of books and stories in his own writing. Pencil control and letter formation were the elements he found most difficult but the practitioners did not put him off by over correcting handwriting. By the end of EYFS he had met all the ELGs for language for communication and thinking, linking sounds and letters, reading and writing.

ANNEX B - EXISTING DOCUMENTS ON WHICH EYFS WILL BUILD UPON

BIRTH TO THREE MATTERS

The age of three, traditionally the start of early education in England is often seen by child development theorists and educationalists alike as a valuable starting point for education, but it is now viewed by many as too late to begin developing young children's potential. Recent research has shown that in the process of caring for, and, in the broadest sense, educating young children, no time is too soon to begin, with studies showing that right from birth, in fact, even before birth children are already competent learners.

In 2000, the Government highlighted the importance of the early years and pledged to develop a "framework" of best practice for supporting children from birth to age three.

The resulting Birth to Three Matters Framework takes as its focus **the child** and steers away from subjects, specific areas of experience and distinct curriculum headings. It identifies four Aspects, which celebrate the skill and competence of babies and young children and highlights the interrelationship between growth, learning, development and the environment in which they are cared for and educated.

These four 'Aspects' are:

- A strong child
- A skilful communicator
- A healthy child
- A competent learner

The Framework was produced as a pack of materials comprising an introductory booklet to the Framework, 16 component cards providing summaries of key information relating to the four key aspects of children's development, developmental milestones, practical suggestions for those working with children, a video showing children and adults in a range of contexts and interactions, and a CD-ROM providing additional information which includes a review of academic literature, providing a research based rationale for practice.

The Framework provides support, information, guidance and challenge for all those working and caring for babies and children from birth to three years. It does this by providing information on child development, effective practice, examples of activities which promote play and learning, guidance on planning and resourcing and meeting diverse needs.

THE FOUNDATION STAGE

The Foundation Stage was introduced in September 2000 as a distinct phase of education focusing on the needs of children aged three to the end of the reception year of primary school, when some children will be almost 5 and others almost 6. Since October 2002 it has been the first stage of the National Curriculum

The Foundation Stage is a broad, balanced and purposeful curriculum, delivered through planned and spontaneous play activities to help ensure all children learn with enjoyment and challenge and have the opportunity to reach their full potential.

All early years settings in receipt of government funding to deliver free early education are required to have regard to the core reference document, the *curriculum guidance for the Foundation Stage*. The guidance includes examples of how a range of effective practitioners/settings help children to take these steps but does not prescribe how this must be done.

The Foundation Stage is delivered in a wide range of voluntary, private and maintained settings: pre-school groups, early years centres, accredited childminders in approved networks, nursery and reception classes in primary schools, nursery schools and private nurseries.

There are six equally important and interdependent areas of learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Mathematical development;
- Knowledge and understanding of the world;
- Physical development; and
- Creative development.

Each area of learning has early learning goals (ELGs), which set out the skills, understanding, knowledge and attitudes which the majority of children are expected to reach by the end of the Foundation Stage. 'Stepping stones' describe children's typical progress towards the ELGs, although children will be at different stages of progress and not all will fit into the typical pattern.

NATIONAL STANDARDS FOR UNDER 8S DAYCARE AND CHILDMINDING

There are currently 14 national standards covering matters of: health, safety and child protection, including the suitability of adults looking after them; organisation of the provision (including adult:child ratios) and the physical environment; equal opportunities and special needs; working in partnership with parents; and record keeping and documentation.

Each of the 14 standards describes a particular quality outcome, and is accompanied by a set of supporting criteria giving guidance about how that outcome is to be achieved. The 14 standards are the same for all types of day care and childminding, whereas the criteria differ according to different types of childcare – full day care, sessional day care, crèches, out of school care (including holiday play schemes) and childminding. We have produced 5 booklets covering these types of childcare, setting out the 14 standards and supporting criteria, and these set out for providers most of what they need to know for registration purposes.

In addition to the 5 sets of criteria, there are annexes explaining how the criteria should be applied to overnight care, facilities caring babies, open access schemes and private nursery schools.

Providers normally show that they are meeting the headline standards by following the supporting criteria. However, the criteria do not have to be followed to the letter if the provider can demonstrate to Ofsted's satisfaction that the standards are being met in a different way.

The emphasis in the standards and criteria is on what childcare providers need to do to guarantee minimum standards of care for registration purposes, although they are also intended to underpin a continuous improvement in quality, and to be a reference point for Ofsted inspectors in making a judgement about the quality of childcare.

Legal basis

Regulations under the Children Act 1989 require providers (technically the registered person in each setting) to meet the 14 standards and to have regard to the supporting criteria. The law also requires Ofsted to have regard to both the standards and criteria. The regulations also specify certain detailed requirements, such as for particular records to be kept, and these are referred to in the criteria with an indication that the specific requirement is mandatory, rather than just guidance.

ANNEX C - THE ROSE REVIEW OF READING

Background to the review

The Secretary of State asked Jim Rose, former HMI Director of Inspection Ofsted, to lead an independent review into the teaching of early reading in early years settings and primary schools. The purpose of the review is to ensure that the National Literacy Strategy can continue to provide the most effective means of enabling children to progress in reading, taking account of up-to-date research and practitioner evidence. The review will also inform the development of the new EYFS.

Terms of reference

The Secretary of State has asked Jim Rose to advise her on:

- best practice in the teaching of early reading and synthetic phonics in primary schools and early years settings, including both the content and pace of teaching;
- how this relates to the development of the new Early Development and Learning framework (previously known as the Birth to Five framework) and the development and renewal of the Primary National Strategy's Literacy Framework; and
- the best support for children with significant literacy difficulties to enable them to catch up with their peers, and the relationship between such targeted intervention programmes and synthetic phonics teaching.

Jim Rose will, in addition, consider how leadership and management in schools and settings can support the teaching of reading, as well as practitioners' subject knowledge and skills; and the cost of effectiveness of the various programmes he examines as part of his review.

Advisers to support review

Jim Rose has appointed a group of five advisers (Professors Pam Sammons, Greg Brooks, Morag Stuart, Kathy Sylva plus Janet Brennan HMI) to assist and advise him on all aspects of the review.

Evidence-gathering

Jim Rose has seen a range of well-respected researchers, and practitioners and publishers who have developed phonics programmes, plus teacher unions, early years organisations and SEN groups. He is also examining research evidence and the views of those who have written to offer comments on the review.

A key visit was a two-day trip to Scotland to meet members of the Scottish Executive Education Department, Scotland's curriculum body and the schools inspectorate, plus a lead researcher behind the **Clackmannanshire study**.

Jim Rose also asked Ofsted to conduct a rapid review of phonic work in schools in September and October 2005. This examined leading-edge examples of schools using at the Foundation Stage and in Year 1 two distinct types of synthetic phonics programmes: the approaches recommended by the Primary National Strategy; and other, often commercially-available, synthetic phonics programmes. He will also be examining emerging issues from the phonics pilots taking place in schools and settings from this term.

His interim report was published on 1 December 2005.

References

Child Benefits: the importance of investing in quality childcare, Professor E Melhuish, Daycare Trust, June 2004

The Effective Provision of Pre-School Education (EPPE) Project website
<http://k1.ioe.ac.uk/schools/ecpe/eppe/>

Rose review website

For further information: <http://www.standards.dfes.gov.uk/rosereview/>

Further information

Every Child Matters: change for children
<http://www.everychildmatters.gov.uk/>

Birth to Three Matters

<http://www.surestart.gov.uk/resources/childcareworkers/birththreematters/>

Foundation Stage

<http://www.surestart.gov.uk/improvingquality/ensuringquality/foundationstage/>

Sure Start Website

<http://www.surestart.gov.uk>

Enquires

Enquires on the development of the EYFS should be sent to

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