

The Early Years Foundation Stage and out of school provision



Setting the standards for learning, development
and care for children from birth to five –
an introduction for out of school providers

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The Early Years Foundation Stage – how does it affect out of school providers?

The Early Years Foundation Stage sets standards to enable early years providers (caring for children from birth to five) to reflect the rich and personalised experience that many parents give their children at home. All providers have an important role to play in children's early years experiences – including out of school childcare providers.

This leaflet aims to introduce the Early Years Foundation Stage (EYFS) to out of school providers. It looks at how the play opportunities and childcare you offer in breakfast clubs, after school clubs and holiday playschemes link to the EYFS Framework and complement other early years services.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- **Setting the standards** for the learning, development, enjoyment and care young children should experience when they are attending a setting outside their family home.
- **Providing for equality of opportunity** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged.
- **Creating the framework for partnership working** between parents and professionals, and between all the settings that the child attends.
- **Improving quality and consistency** in the early years sector through a universal set of standards which provide the basis for the inspection and regulation regime.
- **Laying a secure foundation** for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Why do out of school providers need to provide the EYFS?

The EYFS is statutory for every provider who cares for children aged five years and under; this includes out of school providers who cater for young children. It is also good practice to know and understand the benefits the EYFS can offer to young children's enjoyment, learning and development. The good news is that out of school providers will not be expected to duplicate what is provided in schools.

How will the EYFS be implemented?

As a provider registered by Ofsted you will already be meeting national standards. From September 2008, providers caring for children aged five and under will be expected to observe the EYFS themes and commitments and to meet the learning and development and welfare requirements; these will replace the National Standards for Under-8s Day Care and Childminding. The EYFS will become the new standard for good practice for work with this age group.

How do our staff get involved?

It is important that staff have the skills and experience to support young children. Your staff should be encouraged to attend the free EYFS training offered by the local authority.

The Early Years Foundation Stage (EYFS) brings together and replaces the Curriculum Guidance for the Foundation Stage, the Birth to Three Matters framework and the National Standards for Under-8s Day Care and Childminding. Most requirements are applicable to all types of setting – including out of school childcare – so that, wherever they send their children, parents can be assured that essential standards of provision are in place.

Childcare Act 2006

Changes to the regulatory framework

The current Ofsted registration and inspection arrangements will continue until September 2008; after that date the Childcare Act 2006 reforms and simplifies the regulation and inspection of provision for children in England by creating two new registers run by Ofsted:

The Early Years Register

Most providers working with young children (birth to 31 August following the child's fifth birthday) – including out of school settings – will be required to register. Providers on this new register will be required to deliver the EYFS.

The Ofsted Childcare Register (OCR)

Most providers for children aged five to seven will be required to register on the OCR. Care or supervised activities that are not required to register – including activity based schemes, care provided in the child's home and provision used only by children over eight years – may now register on a voluntary basis.

From September 2008 some crèches will no longer be required to register, although they can apply to register on the voluntary part of the OCR. For more details see the response to the Exemption from Ofsted Childcare Registration consultation, available at www.dcsf.gov.uk/consultations

Settings already registered with Ofsted will be automatically transferred to the new registers. **If you're not required to register** you can apply now to join the voluntary part of the Ofsted Childcare Register, which began in April 2007.

More information on the new registration arrangements is available at www.surestart.gov.uk/improvingquality

The EYFS offers out of school providers an opportunity to demonstrate the importance of their work in supporting and improving outcomes for children under five.

The EYFS is a central part of the Government's ten year childcare strategy *Choice for Parents, the Best Start for Children*, and will be key to implementation of the new duties outlined in the Childcare Act 2006 to improve outcomes for children and reduce inequalities.

From September 2008, the EYFS will be delivered by schools and all providers registered by Ofsted on the Early Years Register looking after young children – that is children from birth to 31 August after the child turns five.

Schools

Childcare or supervised activities for children aged three and over that is provided directly by a school (i.e. by a school's governing body or proprietor) cannot be registered on either register. Such provision is still expected to meet the registration requirements, including delivering the EYFS, and will be inspected through the school inspection system.

Financial support for parents

Parents can only claim financial support through the childcare element of the Working Tax Credit or employer-supported childcare vouchers if they use qualifying provision; this includes out of school settings that are registered by Ofsted or provided directly by a school.

New duties for local authorities

The Act requires local authorities to improve outcomes for all young children, reduce inequalities, and to ensure that there is sufficient high quality, accessible early years provision and childcare (for children from birth to 15, up to 17 with a disability) for parents locally.

Local authorities are expected to work with private, voluntary and independent sector providers to meet local needs. This includes providing support and training for providers.

Broadwater Farm After School and Holiday Club

Broadwater Farm Primary School and Children's Centre in Haringey, London provides an after school and holiday club for 26 children from 3–8 years. The Play Service runs a scheme for children up to 12 years on the same site.

Children can choose whether they play outside or inside – the doors are always open. A wide range of imaginative play opportunities (including water, sand, wigwams, art and music resources) are always available. The children are often absorbed in exploring outdoors.

The children grow vegetables (currently runner beans, pumpkins, carrots, potatoes and tomatoes) and make soup with them – so tea-time involves healthy eating. Children help to prepare the food, and staff create a homely environment. Their view is that play and learning are the same thing – and play is children's work.

The principles underlying the approach at Broadwater Farm are contained within the four guiding themes of the EYFS, for example:

A Unique Child

Visiting artists support children to develop projects about themselves, and children celebrate Eid, take part in Black History month projects, and work with Creative Partnerships to design huge Carnival puppets and costumes.

Positive Relationships

A family feel is created by nurturing staff, and children can curl up in home corners with big cushions when they feel like it – indoors and out. Children aged five years and under are allocated a key person, and children with complex special needs have 1:1 support. There is a strong partnership with parents – who take part in trips and festivals, as well as a Parents' Forum.

Enabling Environments

A rich and varied environment gives children confidence to explore in secure and safe, yet challenging indoor and outdoor spaces – indoors children can choose to use a Ball Pool, a Sensory Room and IT suite as well as accessing a wide range of creative experiences. Outdoors they can grow flowers and vegetables, climb, dig, play games – or curl up in a willow wigwam.

Learning and Development

Children go on trips to a Discovery Centre, woods, libraries, museums and the zoo. They constantly experiment with problem solving – using water, sand and the wood-work bench; they create and test out ideas in art workshops; take part in story telling that develops their communication and language skills; cook; design; and generally have opportunities to play with ideas in different situations and with a wonderful variety of resources.

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The Early Years Foundation Stage – in practice

Linking with Every Child Matters

The Every Child Matters agenda is helping to bring together services supporting children and families. All organisations involved with providing services to children – including out of school childcare providers, voluntary groups, local authorities, schools and hospitals – are expected to team up in new ways, share information and work together, to protect children and young people from harm and help them achieve what they want in life.

Every principle in the EYFS links in to one of the five Every Child Matters outcomes of being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.

Key elements

The EYFS Framework places a new emphasis on partnership working and communication between settings, and between settings and health and social care professionals. The Framework also re-emphasises the importance of working with parents and of learning from children themselves when planning integrated play, care and learning to achieve best outcomes.

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Who will be delivering the EYFS?

Early years settings looking after children from birth to five years old will be delivering the EYFS, including schools and all providers registered by Ofsted on the Early Years Register.

Inclusive practice

The EYFS Framework makes it clear that all providers have a responsibility to ensure that diversity of individuals and communities is valued and respected – not only so that every child is included and not disadvantaged, but also so that all children learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

‘The diversity of individuals and communities is valued and respected. No child or family is discriminated against.’

The Early Years Foundation Stage:

Themes and Commitments

1.2 Inclusive Practice

Play

The play based nature of the out of school setting supports the EYFS Framework, which is based on the principle that children learn through play. The setting also has a role in complementing wider learning opportunities for young children.

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’

The Early Years Foundation Stage:

Themes and Commitments

4.1 Play and Exploration

EYFS themes

Four guiding themes underpin effective practice in the EYFS, each expressing principles for learning, development and care through play:

A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments – the environment plays a key role in supporting and extending children's development and learning.

Learning and Development – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Learning and development

The Childcare Act 2006 underpins the EYFS learning and development requirements. There are three elements:

- *The early learning goals* – the knowledge, skills and understanding which most young children might be expected to have acquired by the end of the academic year in which they reach the age of five.
- *The educational programmes* – the matters, skills and processes which are required to be taught to young children.
- *The assessment arrangements* – the arrangements for assessing young children to monitor their development.

Assessment arrangements

Ongoing assessment is an integral part of the EYFS learning and development process. This is used to make informed decisions about a child's progress and to plan the next steps to meet their needs. The EYFS profile is an assessment of children's progress at the end of the stage, and will usually be completed by the child's teacher in Reception class – like the current Foundation Stage profile. However, observations from all carers should be fed back to the person making the assessment and, together with parents' views, will inform it. These assessments could be vital in early intervention for children with additional needs.

The Common Assessment Framework (CAF)

The CAF helps with effective communication between the various agencies involved with children who have additional needs, or a child about whom there are concerns. It is used alongside the EYFS assessments.

Welfare requirements

The EYFS welfare requirements are based on and replace the National Standards for Under-8s Day Care and Childminding, and are designed to support providers in creating settings that are welcoming, safe and stimulating, and where children are able to enjoy learning through play, to grow in confidence and fulfil their potential.

The welfare requirements are set out in the Statutory Framework for the EYFS in three sections:

- Overarching general legal requirements.
- Specific legal requirements.
- Statutory guidance.

Ofsted registered out of school providers will already be delivering elements of the EYFS welfare requirements. For more details visit www.4Children.org.uk/eyps

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Enabling environment

The Willow Tree Nursery and Children's Centre in Great Clacton, Essex provides nursery places for 119 young children and an after school and holiday club for 24 children aged 4–12 years.

'Wonderfull [sic.] Willowtree: We have 20-24 children and they all say that they have a wonderfull time ...we do all activities such as playing outside, on the computer, doing hammer beads, and we have our own personall football coach called gary but that's not all he does he also does criket and rounders and football games . . We love it here!'

(Courtney Phillips, age 11)

The Club opens out onto a safety surfaced outdoor area, which in turn opens onto fields and woods where the children can explore and go for picnics. Children of all ages are collected by minibus from six schools for the after school club. After a healthy snack together when they arrive, the children are offered a wide range of free play facilities as well as activities planned by staff, ensuring that the different age groups can choose something that meets their needs. There are a number of children with additional needs, who receive 1:1 support and are included in all activities.

Staff are now trained in the Early Years Foundation Stage and training will continue as the new framework is implemented by Essex County Council. The training is delivered in the conference room at the Willow Tree, attended by many childcare providers in Essex.

Many of the same young children who attended the nursery continue to come to the out of school club (open 7.45am to 6pm) – and all agree: *'We love it here!'*

What you can do

Out of school providers play a key role in delivering better outcomes for children – so make sure that you are connected into training opportunities and partnerships, link with other providers, and let parents know about the EYFS.

- Contact the early years development team at your local authority to find out what EYFS training is available for out of school staff – and make sure all staff can attend. There may be funding available for staff cover in some areas.
- Partnership with other providers to ensure children experience a consistent approach will be key to achieving better outcomes for children. Link closely with other play and childcare providers and schools to share approaches in implementing the EYFS framework.
- Ensure your lines of communication are kept open with parents about their children; partnership with parents is one of the EYFS key principles. Also inform parents about the EYFS so they are aware of the joined-up approach to support their children's enjoyment, learning and development.
- Consider the EYFS themes and match against them the opportunities you provide already for young children. The transition to the EYFS will be about articulating the services you already offer and adapting them where necessary – keep in touch with 4Children for case studies and ideas!

Where can you find out more?

The early years development team at your local authority will be able to help with general advice. They should know and be able to influence what training is available locally and be involving out of school providers in planning for EYFS training and development.

4Children can also offer general advice about the EYFS Framework. Find out about networking events, regional support and professional development programmes at www.4Children.org.uk or call 020 7512 2100.

The EYFS materials are available now and every local authority will support providers with training in the run up to September 2008, when the EYFS becomes statutory for all early years providers, and beyond. The pack includes the Statutory Framework for the Early Years Foundation Stage and Practice Guidance booklets, together with Principles into Practice cards, poster, and CD-ROM.

Looking for more information on the EYFS?

Visit: www.standards.dcsf.gov.uk/eyfs

Download this leaflet from www.4Children.org.uk/eyfs

Useful contacts

4Children

National charity dedicated to creating opportunities and building futures for all children
Helpline: 020 7512 2100
info@4Children.org.uk
www.4Children.org.uk

Download: *Policy into Practice No. 4: Childcare Act 2006*

Early Education

National voluntary organisation for early years practitioners and parents
www.early-education.org.uk

EYFS Framework

To download the EYFS Framework visit www.standards.dcsf.gov.uk/eyfs or call DCSF Publications on 0845 60 222 60 for free copies

Every Child Matters

www.everychildmatters.gov.uk

Ofsted

The Office for Standards in Education, Children's Services and Skills
Helpline: 08456 40 40 40
www.ofsted.gov.uk

Play England

Creating a lasting support structure for play providers
www.playengland.org.uk

Working Tax Credit

Helpline: 0845 300 3900
www.hmrc.gov.uk/taxcredits