

A Parents’ Guide to the   
Early Years Foundation Stage Framework

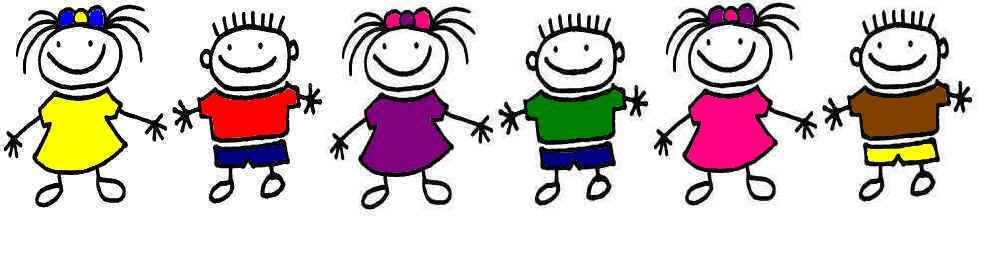
In March 2017 the new Early Years Foundation Stage Framework, (EYFS) was implemented. This booklet aims to give you an understanding of what this means for you and your child.

What is the Early Years Foundation Stage?

Welcome to the Early Years Foundation Stage (EYFS), this is the time in your child’s life between birth and age 5.

**This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years’ experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.**

Nurseries, pre-schools, reception classes and child minders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.



What is the EYFS Framework – why do we have one?

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early year’s experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This framework also has a greater emphasis on your role in helping your child develop.

It sets out:

* The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare
* The 7 areas of **learning and development** which guide professionals’ engagement with your child’s play and activities as they learn new skills and knowledge
* Assessments that will tell you about **your child’s progress** through the EYFS
* Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the **“Early Learning Goals (ELGs)”**

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing

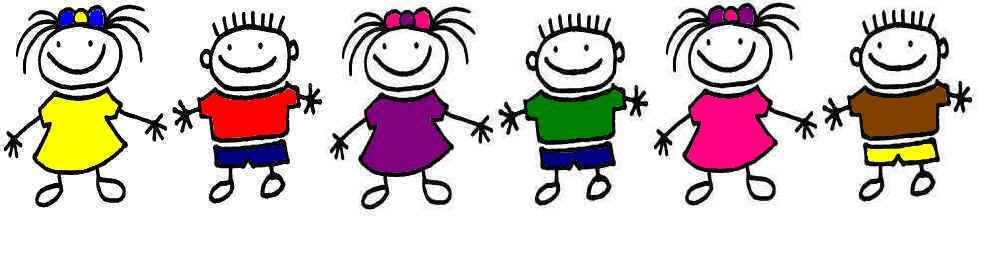
# What does it mean for me as a parent?

## Ensuring my child’s safety

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in a nursery, how many children a child minder can look after, and things like administering medicines and carrying out risk assessments.

## Quality

You can find out about the quality of your child’s nursery and other early years providers in relation to the EYFS Framework by checking what the Government’s official inspection body for early years, Ofsted, has to say about it. You can find this information at [www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report).



How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

* Communication and language;
* Physical development; and
* Personal, social and emotional development.

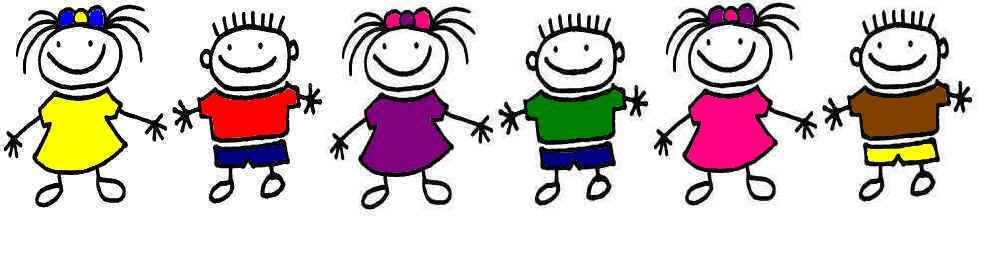
These prime areas are those most essential for your child’s healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

* Literacy;
* Mathematics;
* Understanding the world; and
* Expressive arts and design.

These 7 areas are used to plan your child’s learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child’s unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



# As a Mum, Dad or Carer, how can I help with my child’s learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child’s learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child’s confidence as a young learner.

* Sing and tell nursery rhymes
* Talk about the numbers, colours, words and letters you see when you are out and about
* Allow your child to cut and stick pictures from magazines
* Cook and bake together
* On a trip to the supermarket talk about all the different packaging shapes
* Plant seeds or bulbs in a pot or garden patch
* Share a book
* Talk to your child at every opportunity, e.g. what you are doing that day
* Use the weather, e.g. shadows, rain, puddles, snow, wind, mist and sun t extend your child’s vocabulary
* Explore the park at different times of the year



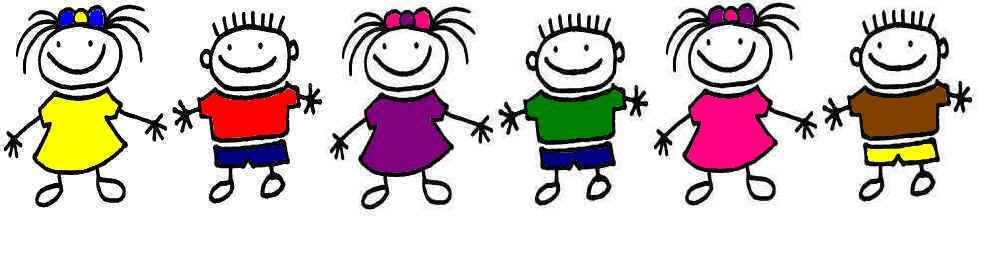
If you're looking for new ideas for things to do then find out what is on offer at your local children’s centre. Many offer ‘messy play’ activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.

# How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your childminder or, in a larger setting like a nursery, with your child’s **“key person”.** This is the person who:

* Is your main point of contact within the setting
* Helps your child to become settled, happy and safe
* Is responsible for your child’s care, development and learning
* Takes a careful note of your child’s progress, sharing this with you and giving you ideas as to how to help your child at home

**You should be able to get information about your child’s development at any time and there are two stages (at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing.**



When your child is 2

At some point after your child turns 2, the professionals working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning:

* communication and language;
* physical development; and
* personal, social and emotional development.

This is called **the** **progress check** **at age 2.**

This check will highlight areas where your child is progressing well and anywhere they might need some extra help or support – and how mums and dads and other family members or carers can work with the key person to help. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).

When your child is 5

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child’s learning and development, so do let your child’s class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child’s progress, including information from his or her EYFS Profile.

# http://www.portuguesepage.com/wp-content/uploads/2011/10/line_of_children.jpg

# Where can I go for further information?

The most important place to find out more is **your child’s Pre-School, child minder or nursery** – you should ask as many questions as you need to. Providers really do welcome speaking with you.

You may want to find out what is on offer at **your local children’s centre.**

You can find the **Early Years Foundation Stage** which includes the early learning goals at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The foundation year’s website also includes a range of resources and contacts.

How does Anlaby Park Methodist Pre-School deliver the Early Years Foundation Stage?

At Anlaby Park Methodist Pre-School we have systems in place to ensure that the Early Years Foundation Stage is at the heart of everything we do.

**Our setting aims to:**

* Provide high quality care and education for children below statutory school age and over the age of two years;
* Work in partnership with parents to help children to learn and develop;
* Add to the life and well-being of its local community; and
* Offer children and their parents a service that promotes equality and values diversity.

**The Pre-School aims to ensure that we provide:**

* A safe and stimulating environment;
* Generous care and attention, because of our ratio of qualified staff to children
* The chance for each child to join with other children and adults to live, play, work and learn together;
* A broad and balanced curriculum that helps each child to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
* A personal key person who makes sure each child makes progress;
* A parents as partners policy to promote a consistent approach to learning at home and in the setting
* Opportunities for each child to talk with adults and other children about their interests and activities;
* Activities that allow each child to explore and be adventurous in safety.

**The partnership in action**

* Your child’s key-person will observe their play and assess their stage of development. They will plan activities for further learning which will be detailed in their Learning Diary. You can assist with these next steps by linking activities at home.
* You will be informed via newsletters, emails, twitter posts or on our website about planned activities or topics. You can link activities at home to strengthen your child’s learning.
* We may plan a theme for some weeks, but we will always plan activities around the children’s interests. You can let us know about an activity or subject your child has shown an interest in.
* You will be given your child’s Learning Diary in the middle of each term to take home and read. You can ask to see this at any time within the setting.
* We ask that you contribute to your child’s Learning Diary. A couple of photographs of an activity or family event, with some narrative about something new or further they have learned.
* Your child will take a turn taking home story sacks and our mascots. Please write a few comments to the accompanying note books along with some photographs.
* Staff are all on hand at the beginning and end of each session to exchange information regarding your child. If you wish to speak privately, please just ask.

**We look forward to working with you to ensure that your child reaches his/her full potential.**