

Overview of the Early Years Foundation Stage (EYFS)

The overarching aim of the EYFS is to help young children achieve the Every Child Matters outcomes of:

- staying safe,
- being healthy,
- enjoying and achieving,
- making a positive contribution
- achieving economic well-being

The principles which guide the work of all early years practitioners are grouped into four themes:

Theme	A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Principle	Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.
<p>The principles underpin effective practice in the care, development and learning of young children.</p>				
<ul style="list-style-type: none"> • Each Principle is supported by four Commitments which describe how the Principles can be put into practice. • The cards show each Commitment, colour coded to match the theme and the principle. • The front of the card shows the 3 key elements or aspects of that Commitment that we need to understand and reflect in our work. 				

The Importance of the Key Person in implementing the EYFS

Overview of the Welfare Requirements

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. The welfare requirements are designed to support providers in creating settings which are welcoming, safe and stimulating, and where children are able to enjoy learning through play, to grow in confidence and to fulfil their potential.

(Statutory Framework page 19, paragraph 3.2)

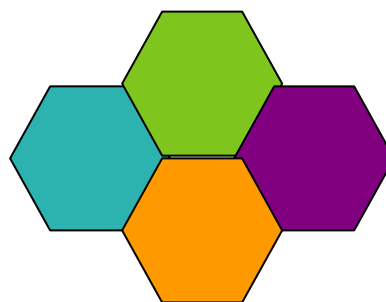
Key person

Principles into Practice card



Each child in a group setting must be assigned a key person - in childminding settings the childminder is the key person. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key person will help the baby or child to become familiar with the setting and to feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development and progress are shared with parents and other professionals as necessary. Even when children are older and can hold key people from home in mind for longer, there is still a need for them to have a key person to depend on in the settings, such as the teacher or a teaching assistant.

(Practice Guidance page 15, paragraph 3.2)



Legal requirements

- 1.8 Providers have a duty to ensure that their early years provision complies with the learning and development requirements, and the welfare requirements. In addition, this document contains statutory guidance. All providers must have regard to this guidance, which means they must take it into account and, if they decide to depart from it, they must have clear reasons for doing so and be able to demonstrate that their alternative approach achieves the ends described in this guidance. Ofsted will take account of any failure to have regard to this guidance when exercising its functions, including any proceedings which are brought under the Act.

(Statutory Framework pg 8)



Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Specific legal requirements

Providers must have effective systems to ensure that the individual needs of all children are met.

Each child must be assigned a key person. In childminding settings, the childminder is the key person.

Providers must promote equality of opportunity and anti-discriminatory practice and must ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

Providers must ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play.

Providers must undertake sensitive observational assessment in order to plan to meet young children's individual needs.

Providers must plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

Statutory guidance to which providers must have regard

The key person should help the baby or child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship.

The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately for each family.

Practitioners should value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. This is part of the respect for each child's cultural background that is central in all early years provision. Alongside support in the home language, practitioners should provide a range of meaningful contexts in which children have opportunities to develop English. As they move into the Key Stage 1 curriculum, English will be crucial as the language they use to access learning.

(Statutory Framework pg 37)