2012 - A Year of Opportunity and Challenge
Families in the Foundation Years
Strategic Partnership
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Context – emerging policy

• Families in the Foundation Years
• New EYFS Framework
The Strategic Partnership

• Members:
  • 4Children are main lead
    o Children England
    o Contact a Family
    o Daycare Trust
    o The Fatherhood Institute
Theme Partners for Early Years and Childcare

- Children’s University
- ContinU
- Day Care Trust
- Early Education
- NCB
- NCMA
- NDNA
- National Education Trust
- National Portage Association
- PSLA
- Pen Green
- School Food Trust
- 4 Children
Strategic Partnership

- Communication conduit
- Advice to DfE
- Work with national partners
- Provide strategic representation
- Draw together sector expertise
- Active in supporting the sector in taking forward DfE priorities
Emerging Policy –
Direction of Travel
We know that the foundation years matter

• Experiences between birth and age 5 are important in their own right. They also have a major impact on children’s life chances. Yet at age 5 four in ten are not reaching a good level of development

• How well a child does at the end of the foundation stage, directly correlates to achievement at the end of Key Stage 1 - Five year olds in the lowest achieving fifth are six times as likely to be in the lowest fifth at Key Stage 1

• And high quality pre-school has a positive impact on social and behavioural outcomes at age 11: better self regulation, pro-social behaviour and reduced hyperactivity and anti-social behaviour.

The impact of pre-school educational effectiveness on social and behavioural outcomes in year 6

Source: Sylva et al 2004, EPPE Project final report
... more children are doing well ...

18,000 more children are achieving a Good Level of Development
The achievement gap has narrowed to 31.4% (median score of all children and mean of lowest performing 20%)

The gap has also narrowed slightly when looking at the Disadvantage Gap measure (those in the 30% most deprived areas and the rest)
A clear focus from Government

- Growing evidence base about the impact of foundation years services on the social, emotional and cognitive development, and hence school readiness.
In July Govt published . . .

- **Families in the Foundation Years** – the Government’s vision of the offer to parents, from pregnancy to age 5.

- **Supporting Families in the Foundation Years** – for commissioners and the workforce how they can deliver on our vision

- **Evidence Pack**

  [www.education.gov.uk/familiesinthefoundationyears](http://www.education.gov.uk/familiesinthefoundationyears)

- A parent friendly website with resources and links to help mothers and fathers who care for babies and young children on 4Children’s companion website

  [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
Welcome to the Foundation Years website – an indispensible site to support you as a professional working with children and families in the foundation years.

It is a one stop shop for resources, information and the latest news on the foundation years. Developed collaboratively by you, the sector - for the sector. It brings together information from many sources that will help you to support children to develop and flourish. Read more...

Jump to an area that’s relevant to you:

**Quality Provision**
- Child Development
- Healthy Development
- Early Education
- Early Years Foundation Stage Framework
- Early Language

**Making it Happen**
- Sure Start Children's Centres
- Early Intervention
- Partnership Working – Integration
- Sustainability

**Professionals Hub**
- Workforce Developments
- Leadership and Management
- Sharing and Developing Knowledge

**Working with Parents**
- Effective Communication
- Working with Dads
- Active Engagement

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)
Principles and priorities

The foundation years are vitally important in their own right and for promoting future life chances.

The moral argument is clear and the economic argument increasingly well understood.

There is a consensus we need to do more, by:

1. Ensuring a focus on child development;

2. Recognising parents and families need to be at the heart of foundation years services;

3. Promoting effective and evidence-based early intervention;

4. Working to improve the quality of the workforce; and

5. Establishing a new relationship between central government, commissioners and providers.
While significant progress has been made, there needs to be a new joint approach across foundation years services if the full benefits are to be realised and all children will benefit from the programmes and support in place.

- Midwives, GPs and health visitors
- Shared parenting
- Preparing for Birth and Beyond

- 4200 extra health visitors
- High-quality delivery of Healthy Child Programme
- Family Nurse Partnerships

- New 2 yr old entitlement to early education (2013)
- New requirement on providers to provide a summary of progress between 2 and 3

- Universal entitlement to 15 hours over 38 weeks
- New flexibilities from 2012

- Choice of school
- Reception classes will consolidate and extend children’s learning before KS1.

Sure Start and health services
Questions to ponder

• What do you do in your daily role to further the partnership with health?
• How confident are you in working with parents to support their children's learning and development?
• What evidenced based programmes do you use to support early intervention?
Nutbrown Qualifications Review

• Workforce confident to:
  o interact with children birth to 5 years
  o engage and work with parents and families
  o improve outcomes for children
  o to continually quest for quality improvement
Extended entitlement for 2 year olds

- 40% of 2 year olds
- Quality provision
- Across the sector
- Impact on outcomes
Children Centres

• Core Purpose
• Consultation on the statutory guidance
• Payment by Result
• Emerging locality models
Implementing the new EYFS

• What we know
  o EYFS Framework - Spring 2012
  o Supporting guidance
  o Government’s response
  o Further consultation on Early Learning Goals
  o Principles and commitments remain
  o Detailed feedback
  o Ofsted framework will respond to the new EYFS
  o Implementation from September 2012
New EYFS Learning and Development Requirements

PRIME AREAS:
• communication and language
• physical development
• personal, social and emotional development

SPECIFIC AREAS:
• literacy
• mathematics
• understanding the world
• expressive arts and design
New EYFS Learning and Development Requirements

• Refocus on interactions with children
• Strengthens characteristics of learning – how children learn not just the what
• Early Learning Goals reduced to 17
• EYFS Profile becomes a best fit model
• 2 year old progress check for parents
• Highlighting partnership with parents
The new EYFS

- Welfare requirements include a few changes for example:
  - Outdoor learning
  - Paperwork reductions
  - Supervision
Implementing the new EYFS

• Settings and practitioners ready for September 2012 by;

  Building on existing practice - refinement rather than change

  Retain resources, systems and structures
Characteristics of effective teaching and learning

4.1 Play and Exploration

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.

4.2 Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

4.3 Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

4.4 Areas of Learning and Development

The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

How children learn

What children learn
Implementing the new EYFS

- At the start of 2012 information in preparation of the launch
- Launch
  - Statutory Framework
  - Revised Development matters
  - Guidance 2 year old progress check
  - Statutory EYFS Profile
  - Parents’ Guidance
  - Check list of changes
Implementing the new EYFS
Implementing the new EYFS

- Website:
  - EYFS section
  - Forum for comments
  - Sharing best practice
  - Resources
    - Existing resources
    - Birth to 3 Matters
    - Commercial
Responsibility

• High quality
• Ensuring that all children making the progress to which they are entitled to make
• Engaging all parents
• Keeping up to date and informed especially on child development
• To make that difference - to impact on the outcomes for children and families
Go for Gold!

In partnership with
Department for Education