

Overall Reforms to the 2012 EYFS Framework

The reformed EYFS, effective from September 2012, takes forward the Government's changes to the 2008 framework as recommended by the 2011 Tickell Review. The reforms will:

- reduce paperwork and bureaucracy;
- strengthen partnerships between parents and professionals;
- focus on the three prime areas of learning most essential for children's readiness for future learning and healthy development;
- simplify assessment at age five; and
- provide for early intervention where necessary, through the introduction of a progress check at age two.

Below is a summary of the key changes.

Changes to the learning and development requirements

1. *Areas of learning and development:* now consist of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas. Where they have close links with National Curriculum subject areas – particularly literacy and maths – they form an appropriate baseline for the National Curriculum.
2. *Early learning goals and assessment:* instead of 69 goals, there will now be 17. Instead of the current set of judgements against 117 scale-points, teachers will make judgements against the 17 goals. For each goal, teachers determine whether children are meeting expected levels, are exceeding them, or are below the expected level ('emerging'). Providers are required to share the report on each child, along with a brief report on the characteristics of learning, with the Year 1 teacher.
3. *Progress check at age two:* the revised EYFS introduces a requirement for providers to review children's progress when a child is aged between two and three. A short written summary must be provided to parents or carers, highlighting achievements and areas in which extra support might be needed, and describing how the provider will address any issues.
4. *Play and teaching:* it has been made clearer that providers are responsible for ongoing judgements about the balance between play and teaching, between activities led by children and activities led or guided by adults.
5. *English as an additional language:* the relevant requirements give clearer focus on the reasonable steps providers must take, including the assessment of

children's skills in English.

6. *Wrap-around and holiday care*: the framework now makes clear that the EYFS requirements do not need to be delivered in full when children spend limited amounts of time in a setting.

Changes to the welfare requirements

To emphasise the importance of safeguarding, the welfare requirements are now the *safeguarding and welfare requirements*.

1. *Child protection*: the revised EYFS includes examples of adults' behaviour which might be signs of abuse and neglect. If they become aware of any such signs, staff should respond appropriately in order to safeguard children.
2. The EYFS now requires that safeguarding policies and procedures must cover the use of mobile phones and cameras in the setting.
3. *Suitable people*: the requirements for providers to check the suitability of managers have been simplified. From September 2012, providers will be responsible for obtaining criminal record disclosures on managers. Currently, Ofsted obtain these disclosures.
4. *Staff qualifications, training, support and skills*: a requirement has been introduced in relation to staff supervision. Providers must give staff opportunities for coaching and training, mutual support, teamwork, continuous improvement; and confidential discussion of sensitive issues.
5. The requirement for childminders to complete training in the EYFS has been strengthened. Childminders will be required to complete the training before they register with Ofsted.
6. *Staff:child ratios*: there is a clarification of the circumstances in which there may be exceptions to the staff:child ratios for childminders caring for children of mixed ages.
7. *Safety and suitability of premises, environment and equipment*: the requirements in relation to risk assessment have been adjusted to clarify that it is for providers to judge whether a risk assessment needs to be recorded in writing.