

A Parent's Guide to  
the  
Early Years  
Foundation Stage



Nurseries that are Engaging ~ Motivating ~ Creative for your child

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Winner  
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## **LEARNING**

“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”

(EYFS: DfES: 2007)

## **CARING**

“Warm, trusting relationships with knowledgeable adults support children’s learning more effectively than any amount of resources”

(EYFS: DfES: 2007)

## **EDUCATION**

“Childhood play enables children to be at their best. Well-planned play gives children the stepping stones they need to develop effectively”

(Bruce: 2001)

## **PLAY**

“Play is a child’s life and the means by which he comes to understand the world he lives in”

(Isaacs: 1933. Cited in Macintyre: 2001)

# A guide for parents

This guidance has been prepared by Bright Kids for parents and is based on the Department for Education guidance published August 2012. We aim to;

- ✚ Inform parents how to find out more about the EYFS Framework and how we deliver it at Bright Kids
- ✚ Demonstrate how parents can keep in touch with their child's learning and development

## What is the Early Years Foundation Stage?

This is how the Government and early years professionals describe 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.

The EYFS Framework sets out:

- ✚ The legal welfare requirements that registered providers must follow to keep children **safe** and promote their welfare in accordance with the Childcare Act
- ✚ The 7 areas of **learning and development** which guide professionals' engagement with your child's play and experiences as they learn new skills and knowledge
- ✚ The assessments that will keep you informed about **your child's progress**
- ✚ Expected levels your child should reach at age 5, usually the end of Reception Year



## What does the EYFS Framework say?

***“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”***

EYFS: 2012

The updated EYFS framework has effect from September 2012, replacing the first version which began in September 2008. The four guiding themes below still shape the requirements of the EYFS, and will shape practice in our settings. The aim of the Early Years Foundation Stage is to help young children achieve the five Every Child Matter Outcomes of:

- **Staying Safe**
- **Being Healthy**
- **Enjoying and Achieving**
- **Making a positive contribution**
- **Achieving economic well-being**

All our settings have adopted the revised Early Years Foundation Stage. A visit to any nursery will show how the learning is developed under the four guiding themes of:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning & Development**

At Bright Kids we deliver these themes through a fun, interesting and motivating way for the children, utilizing our learning through play philosophy to its full extent.

## Quality & Safety

The safety of children is given the highest priority within the new welfare standards. They include information such as numbers of staff required, administering medicine and carrying out risk assessments. You can find out about the quality of EYFS registered settings by checking with the Government’s official inspection body for early years, Ofsted. You can find this information at [www.ofsted.gov.uk/inspection-reports](http://www.ofsted.gov.uk/inspection-reports) or look on the Bright Kids website [www.bright-kids.co.uk](http://www.bright-kids.co.uk) for your local setting to read their report.



## How will my child be learning?

The EYFS explains how and what skills and knowledge your child will be learning to support their healthy growth and development. There are 7 areas of **learning and development** that are used to develop children:

### PRIME AREAS OF LEARNING

- **Personal, Social & Emotional Development**
- **Communication and Language Development**
- **Physical Development**

These are the most essential areas for your child's healthy development and future learning. As they develop in the 3 **Prime** areas this goes on to help them acquire new skills in the 4 **Specific areas**

### SPECIFIC AREAS OF LEARNING

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

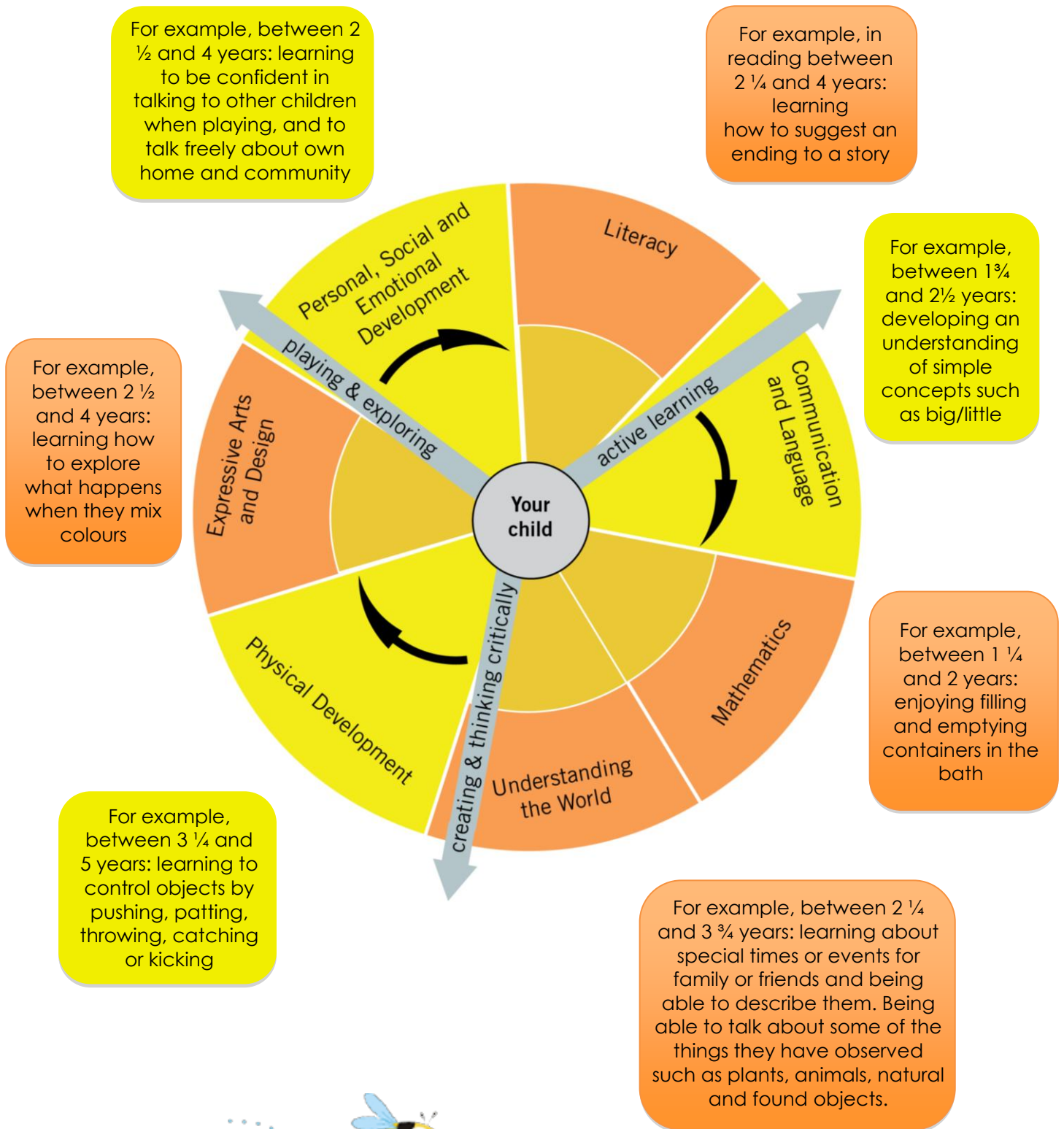


We use these 7 areas to promote children's individual interests and unique learning needs. At Bright Kids we ensure experiences are embedded in our planning by offering:

- Experiences which are challenging to the child in order to promote progress towards the learning outcomes in each of the prime areas,
- Activities which the children are enthusiastic about,
- Child-initiated and adult led experiences,
- Activities encouraging first-hand experiences, relevant to the children's lives,
- Games promoting effective listening and positive behaviour,
- A balanced curriculum for ALL children,
- Activities, stories and games that develop the children socially, morally, spiritually and culturally.



Children in the EYFS learn by **playing and exploring, being active**, and **through creative and critical thinking**. This diagram gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn. Prime areas are yellow. Specific areas are orange.



## How can parents help with their children's learning?

Parents play a vital role in their child's learning, and the home is the single biggest influence on a child's development. We value all the activities and experiences that children do at home and these are important in supporting their learning and development in nursery. We positively encourage parental involvement with the EYFS in order to provide continuity in the child's learning between the setting and home. We will help you develop your understanding of what your child is learning at home and show you how it can link to their learning in nursery. Our learning stories highlight learning we have seen in your child and we always share these with you. We ask that you tell us about things you have noticed with your child, either verbally or on a parents learning story sheet to support this continuity of learning. We provide:

- Quality, relevant and up-to date information to parents regarding their children's learning experiences. We ask you to keep us up to date with your child's experiences outside the setting
- Parents are kept well informed of their child's progress through the areas of learning, via Learning Stories and Learning Journey updates
- Parent's knowledge of their child is acknowledged and valued, in order for staff to identify skills, interests and needs of each child.
- Staff always listen to parent's views and concerns



If you need further support with activities at home then please do ask a staff member for support. Additionally your local Children's Centre may offer Messy Play sessions for all the family.

## How do I know how my child is progressing?

We will work together with you to ensure your child develops and progresses. We want you to feel comfortable about exchanging information with us and discussing things that will benefit them. To help with this we have a 'key person' system in place. This is the person who:

- ✚ Is your main point of contact at the setting
- ✚ Helps your child to become settled and happy
- ✚ Is responsible for your child's care, learning and development
- ✚ 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



We spend time observing and assessing your child and provide summaries of these at Parent's Evenings where we can discuss these with you formally. However, we do encourage you to speak to us about your child's progress at any time and you may ask to see their Learning Journal at any point.



Under the EYFS there are two specific stages when settings are required to give you written information on how your child is doing these are at Age 2 and at Age 5 (which would usually be in Reception Year).

### The Progress Check at 2

After your child has turned 2 we will provide you with a written summary of how your child is progressing against the **3 prime areas** of learning shown above. This highlights areas where your child is progressing well and anywhere they might need some extra help or support – and how parents/carers and other family members 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

By the end of the Early Years Foundation Stage (usually the end of Reception Year at School) teachers complete an assessment called the **EYFS Profile**. This is an assessment based on the following expectations:



## PRIME AREAS

### **Personal, social and emotional development**

*Self-confidence and self-awareness* - Children are confident to try new activities and can say why they like some more than others. They are confident to speak in a familiar group and will talk about their ideas, and will choose the resources they need for their chosen activities. They can say when they do or don't need help.

*Managing feelings and behavior* - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride..

*Making relationships* - Children can play co-operatively, taking turns with others. They can take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings of others and form positive relationships with adults and other children.

### **Communication and Language**

*Listening and Attention* - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged another activity.

*Understanding* - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

*Speaking* - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical Development**

*Moving and handling* - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



*Health and self-care* - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## SPECIFIC AREAS

### **Literacy**

*Reading* - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

*Writing* - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **Mathematics**

*Numbers* - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems. Including doubling, halving and sharing.

*Shape, space and measures* - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve

problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding the World**

*People and communities* - Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

*The World* - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes, including in simple experiments.

*Technology* - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive Arts & Design**

*Exploring Media and Materials* - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

*Being Imaginative* - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

The school will give you a report of your child's progress, including information on their EFYS Profile which will be used when your child enters Year 1 at school.



## What else do you need to know about the Early Years Foundation Stage?

- Children do their best when parents and professionals work together so knowing what the practitioners are working to will make it easier for continuity of care.
- It is important that practitioners are asking about you and your child and share information with you about your child- YOU KNOW MORE ABOUT YOUR OWN CHILD THAN ANYONE ELSE!
- Understanding what your child is doing when they are with other people will help you to notice how well they are developing and learning.
- The choices you make will make a difference to their future, therefore it is important to understand their learning at nursery.

## Where can you go for further information?

The most important place to find out more about your child's learning and development is from the nursery itself. Please do ask as many questions as you like or need to. We really do welcome speaking with you.

**Additional information on Early Years Foundation Stage and current early years developments can be found at**

[www.foundationyears.org.uk](http://www.foundationyears.org.uk) ~ [www.education.gov.uk](http://www.education.gov.uk) ~ [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



**Have fun with learning through play!**





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