

Monitoring quality in early childhood education and care: England

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Department
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for Education

Early Education and Childcare in England

- 108,000 providers
- Offering places for 3.2m children
- Around 600,000 in the workforce (paid and unpaid)
- 78 per cent qualified at least to Level 3 (end of secondary school – ‘A level’ equivalent)
- 15 per cent qualified to at least level 6 (degree level)

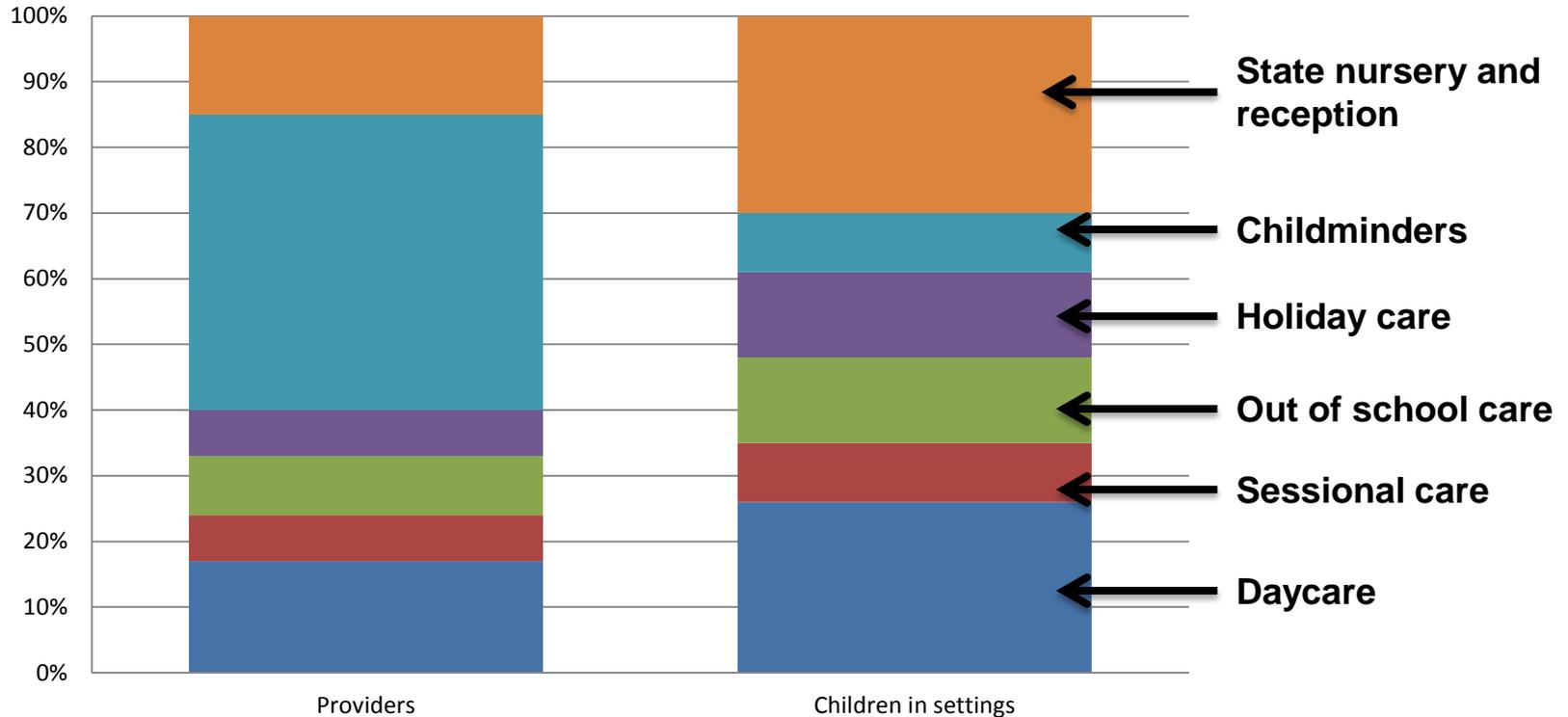


Free early learning

- Free early education for all three- and four-year-olds.
- 570 hours a year (15 hours for 38 weeks)
- 96 per cent of three and four year olds take part
- New national entitlement to reach around 40 per cent of all two year olds from September 2014
 - Workless households
 - Looked after
 - Adopted
 - Special Educational Needs
 - Low income working families



Providers and Children



The Early Years Foundation Stage (EYFS)

- Standards to ensure that children learn and develop well and are kept healthy and safe.
- EYFS contains:
 - areas of learning and development
 - early learning goals for age five
 - assessment arrangements
 - what providers must do to keep children safe and promote their welfare.
- Introduced 2008. Reviewed 2011. Reformed 2012.



Reform of the Early Years Foundation Stage 2012

- Simpler, clearer, less paperwork
- Stronger focus on learning and development
- Simpler assessment at age five
- New summary report to parents when their child is aged two
- A stronger focus on working with parents



Early Learning Goals

2008 - 2012

Numbers as Labels and for Counting

- 1. Says some number names in familiar contexts, such as nursery rhymes.**
- 2. Counts reliably up to three everyday objects.**
- 3. Counts reliably up to six everyday objects.**
- 4. Says number names in order.**
- 5. Recognises numerals 1 to 9.**
- 6. Counts reliably up to ten everyday objects.**
- 7. Orders numbers, up to ten.**
- 8. Uses developing mathematical ideas and methods to solve practical problems.**
- 9. Recognises, counts, orders, writes and uses numbers up to 20.**

2013 onwards

Numbers

Children count reliably with numbers from 1-20, 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 back to find the answer. They solve problems, including doubling, halving and sharing.

The new EYFS Profile

17 early learning goals

Listening and attention
Understanding
Speaking

Moving and handling
Health and self care

Self confidence and self-awareness
Managing feelings and behaviour
Making relationships

Reading
Writing

Numbers
Shapes, space and measures

People and communities
The world
Technology

Exploring and using media and materials
Being imaginative

3 learning characteristics

Playing and exploring

Children investigate and experience things, and 'have a go'

Active learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically

Children have a develop their own ideas, make links between ideas, and develop strategies for doing things

Early Learning Goals

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.

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.

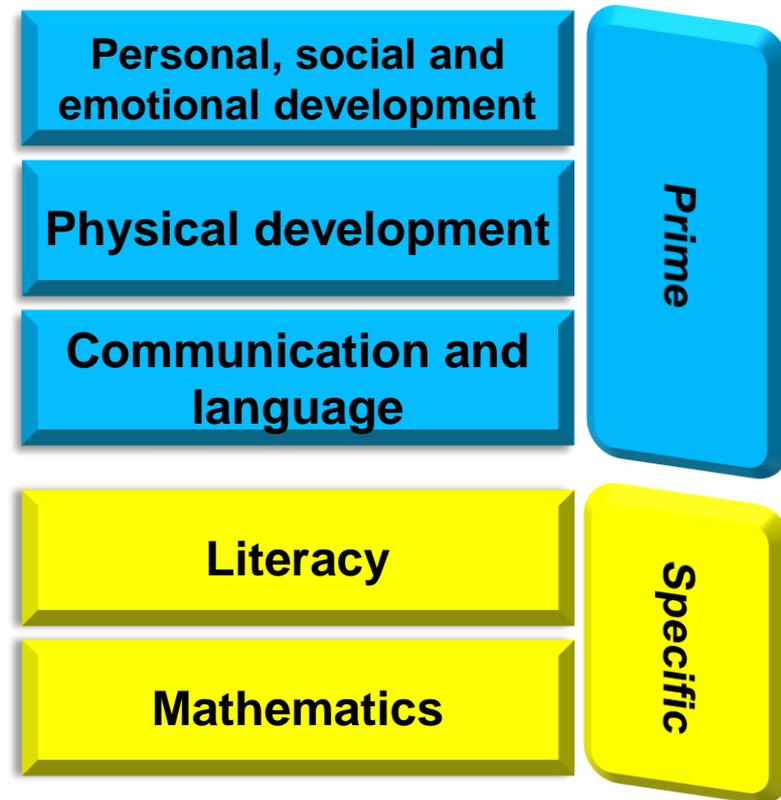


The Good Level of Development

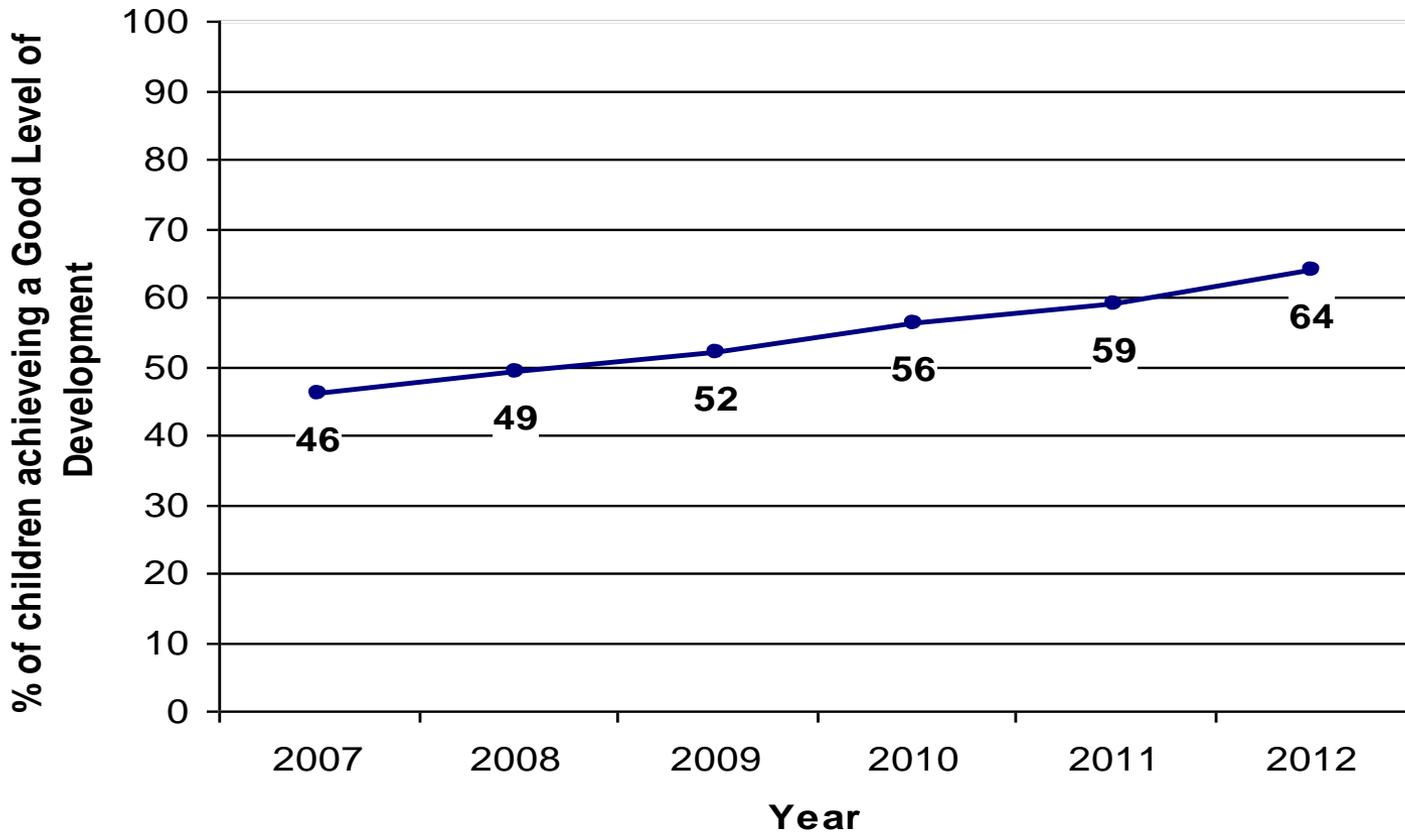
2008 - 2012



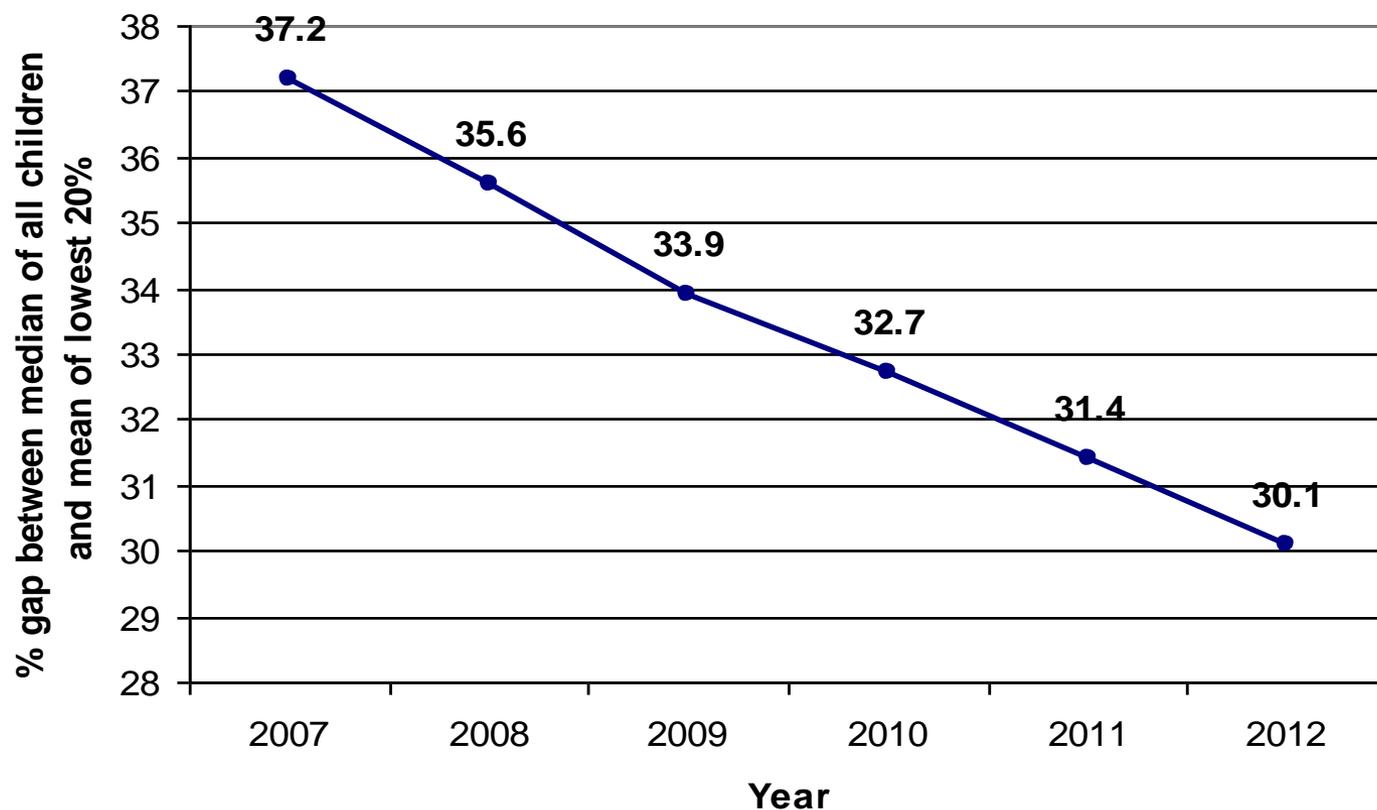
2013 onwards



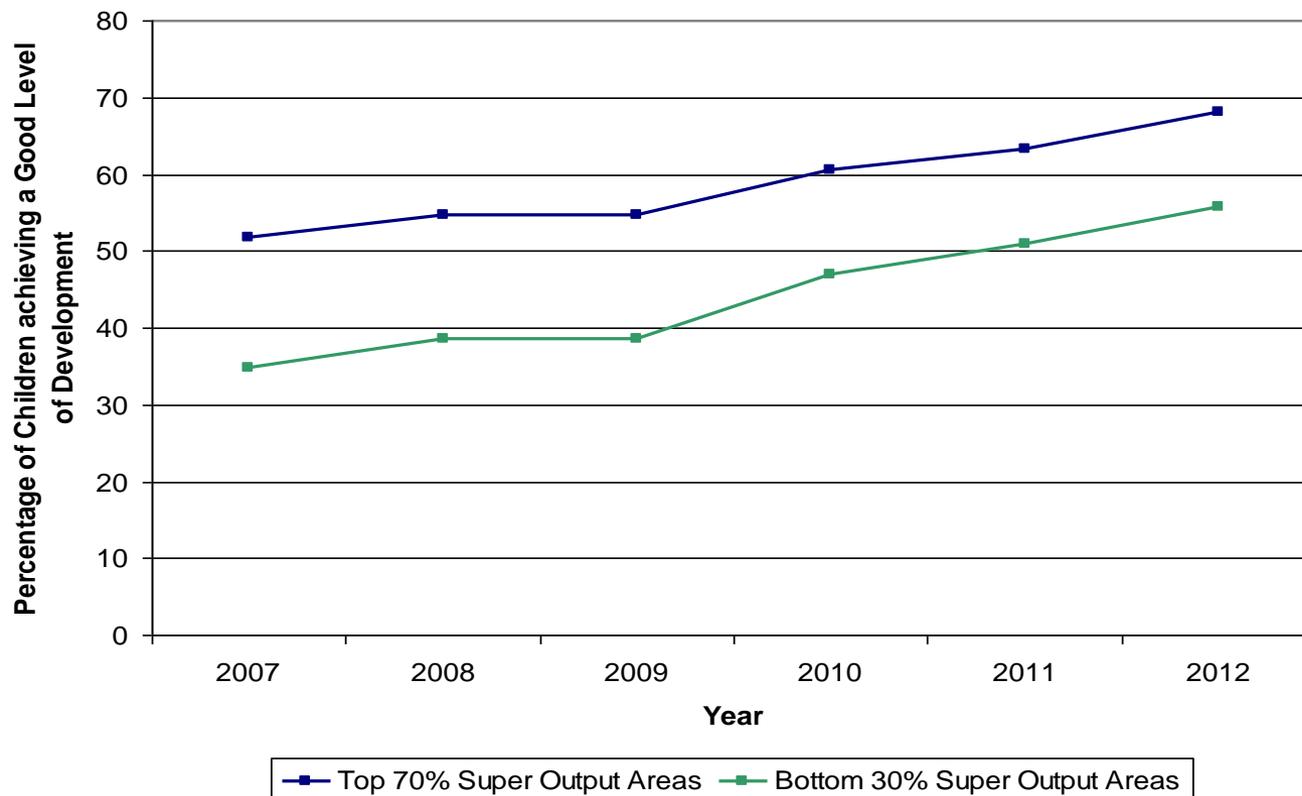
100,000 more children achieving a good level of development



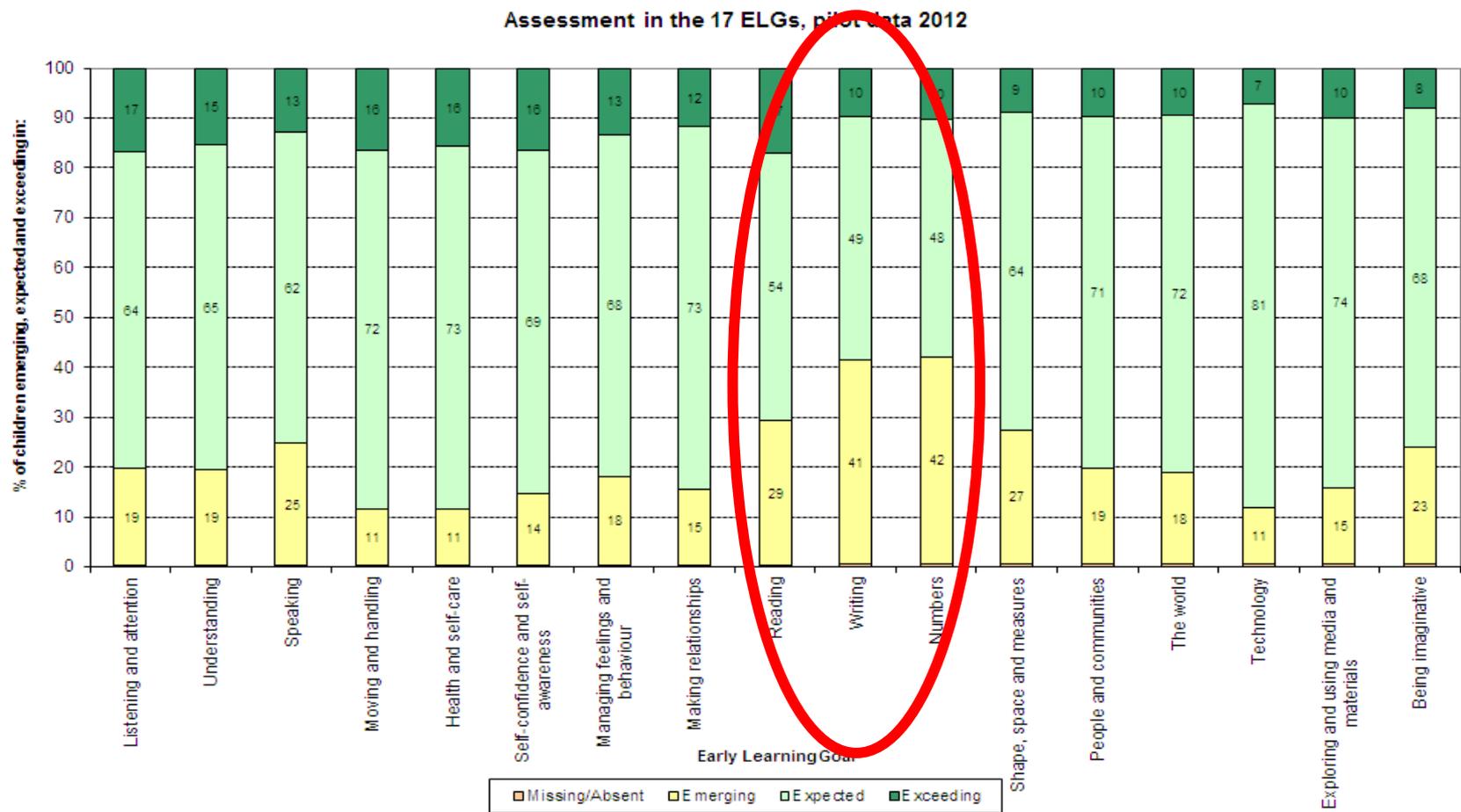
'Achievement gap' narrowed



Gap between richer and poorer areas narrowed



A new assessment – 2012 pilot

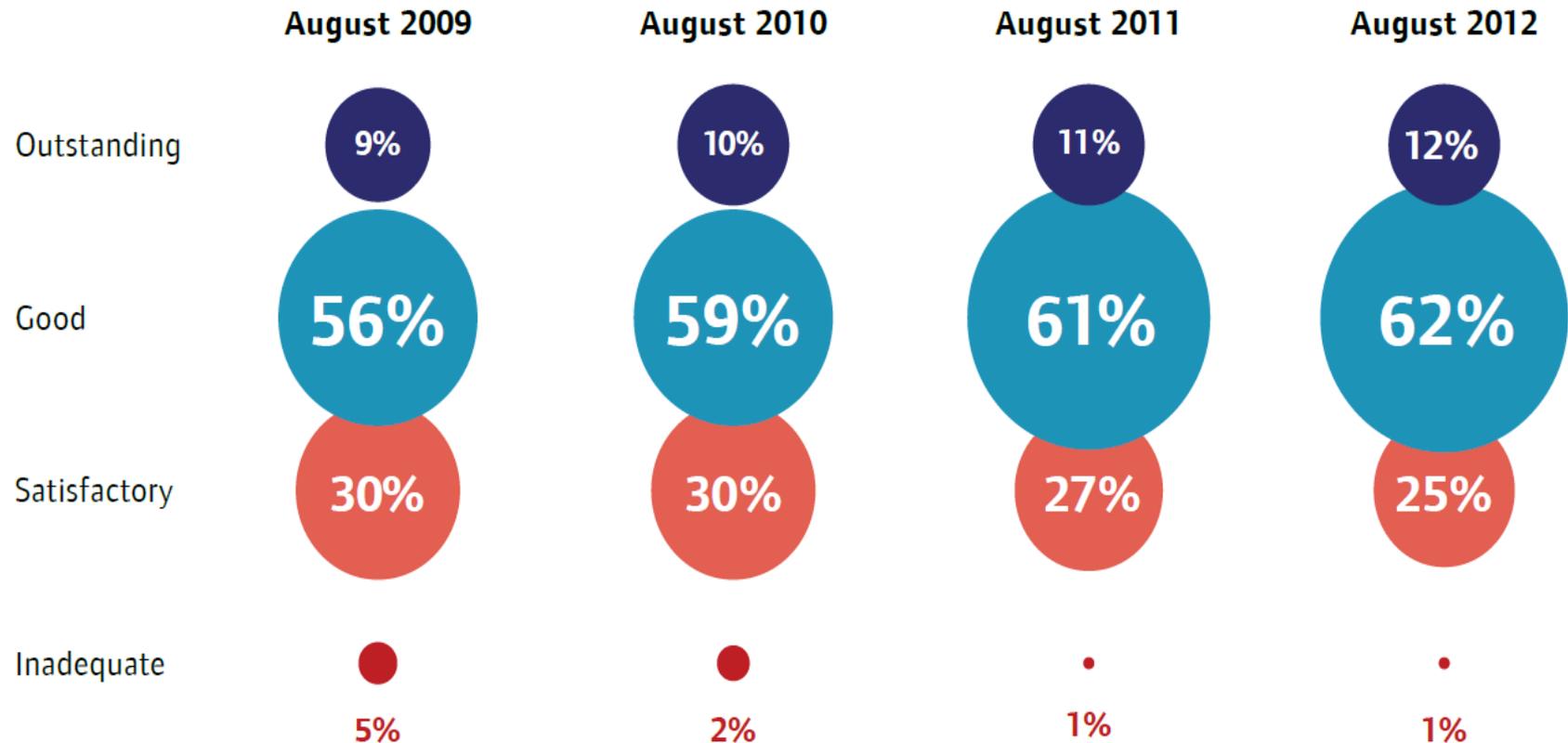


Inspection - the role of Ofsted

- Regular inspection for all providers for 0-5 year olds
- Judgements on:
 - how well the learning needs of children are met
 - contribution to children's wellbeing
 - quality of leadership and management
- Leading to an overall judgement on quality and standards - Outstanding, Good, Satisfactory or Inadequate.
- Inspection reports and quarterly statistics published



A rising trend of inspection results



Looking ahead – key issues

- A new EYFS, with new assessment at age 5
- A new National Curriculum
- *‘More Great Childcare’* reforms – better inspection, higher-skilled staff, more flexible use of staff
- Prime Minister’s childcare commission on cost and availability of childcare
- Early education for disadvantaged 2 year olds



Relevant links and publications

A reformed EYFS

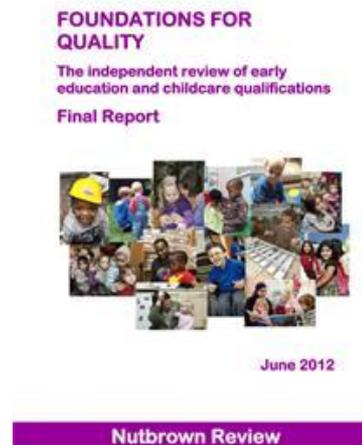
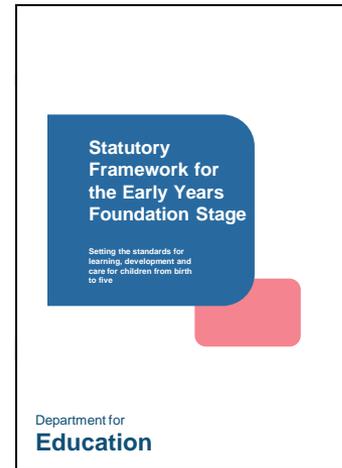
<http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/education/a0068102/early-years-foundation-stage-eyfs>

Professor Nutbrown's final report

www.education.gov.uk/nutbrownreview

More Great Childcare

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00002-2013>



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