

Early Years Foundation Stage Mapping the Landscape

RESPONSES FROM A COALITION PARTNER SURVEY

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Coalition Members

Early Education

Early Childhood Forum (ECF)

Early Childhood Studies Degrees Network (ECSDN),

Early Years Alliance,

Keeping Early Years Unique (KEYU),

Montessori St Nicholas,

National Children's Bureau (NCB),

National Day Nurseries Association (NDNA),

Professional Association for Childcare and Early Years (PACEY),

Sector Endorsed Foundation Degrees in the Early Years (SEFDEY),

TACTYC: the Association for Professional Development in the Early Years and the

British Early Childhood Education Research Association (BECERA).

British Association for Educational Research (BERA).

Background

- ❖ Focus on government drive to
 - reduce workload,
 - improve outcomes,
 - improve social mobility
- ❖ 3,270 respondents
- ❖ From across the country, representing a range of roles, setting types, and experience

Participants

97% represent those working in settings

69% worked directly with children

72% had worked in the early years sector for more than ten years

Key Headlines

- ❖ Workload remains a concern
- ❖ Over 80% of respondents see the EYFS as supportive of children's development within the prime areas of learning
- ❖ Over 60% of respondents see the EYFS as supportive of children's development within the specific areas of learning
- ❖ Barriers to closing the gap include a lack of resources in terms of funding, training, parental involvement and inter-professional working
- ❖ The importance of taking a holistic approach to working with young children – the EYFS is not seen as a tool by itself to improve social mobility

Decreasing the Workload

Workload was raised as a concern

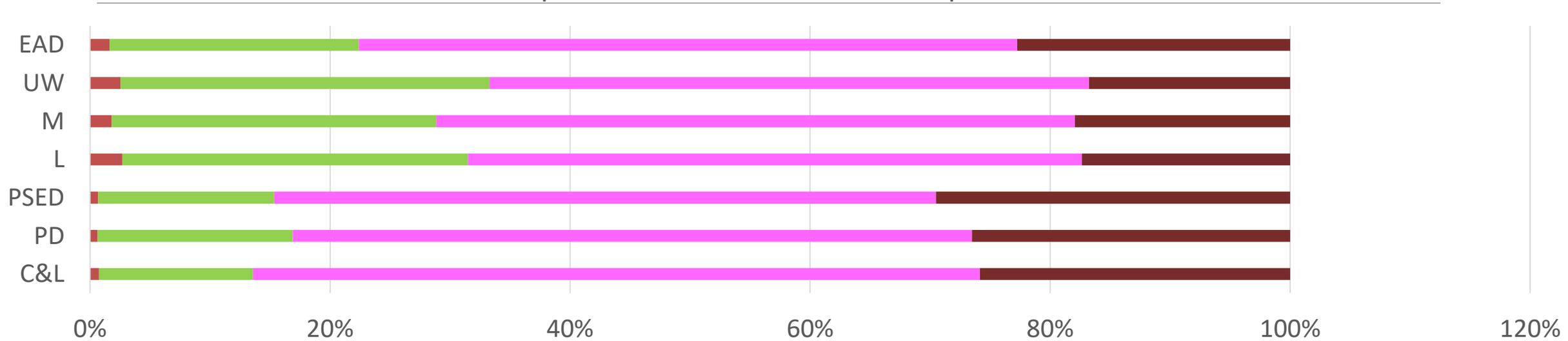
- Excessive Paperwork
- Lack of time when working with outside professionals
- Lack of comparable frameworks between organisations

Paperwork requirement related to:

- setting interpretations of Ofsted expectations
- Pressure from senior management team

Improving Outcomes

How well does the EYFS meet children's needs?
Comparison across Areas of Development



	C&L	PD	PSED	L	M	UW	EAD
not at all	1%	1%	1%	3%	2%	3%	2%
a little	13%	16%	15%	29%	27%	31%	21%
well	61%	57%	55%	51%	53%	50%	55%
very well	26%	27%	30%	17%	18%	17%	23%

not at all a little well very well

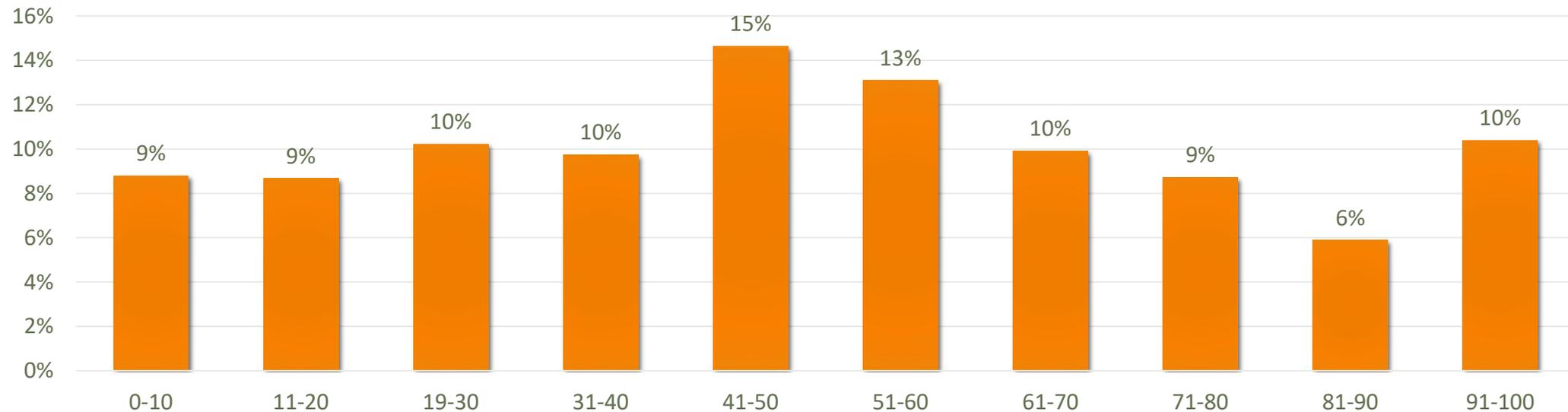
Reaching their Potential

Barriers:

- Lack of funding
- Resources and staffing
- Home learning environment
- Attitudes of parents
- Communication and language skills
- Lack of early intervention
- Lack of experienced and knowledgeable staff

Influence on the Home-Learning Environment

How helpful is EYFS in guiding practitioners to support parents to improve Home Learning Environment?



Improving Social Mobility

The EYFS is not seen as a tool to narrow the gap

Many of the barriers to social mobility cited by respondents are those which sit outside of the direct influence of early years settings

Respondents appear keen to work with parents but the lack of funding, time and resources restricts this.

Summary

- ❖ A decreasing workload is dependent on how inspection requirements are interpreted by settings, not the EYFS itself
- ❖ The current EYFS is generally seen as supportive of children's development across all seven areas of learning
- ❖ Barriers to closing the gap include a lack of resources in terms of funding, training, working with parents and inter-professional working
- ❖ The importance of taking a holistic approach to working with young children – the EYFS is not seen as a tool by itself to improve social mobility
- ❖ The EYFS on its own does not drive children's outcomes or social mobility, instead it is a combination of the home learning environment, resources and early years expertise

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