

Early Development and Learning Framework

- Policy context
- An overarching birth to 11 phase to support continuity and coherence
- Proposed work plan
- What works well
- Where the issues are
- Related work on literacy/mathematics/a rich and broad primary curriculum

Choice for Parents: the best start for children

- Choice
- Availability
- Quality
- Affordability

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Themes/Challenges

- **Improving Choice for parents**
 - Demands of work and family life are competing
 - Services often inflexible and not joined up
- **Ensuring access to services**
 - Childcare not consistently available
 - Information and advice not reaching all parents
- **Building quality for children**
 - Complex regulatory and inspection regime
 - Low status, under skilled workforce
- **Better affordability for families**
 - Cost of childcare can restrict parents' choices
 - Some providers not able to sustain quality services

The offer for 3 and 4 year olds

Long term

All day, all year round childcare linked to free entitlement

- Extended free entitlement of 20 hours per week, 38 weeks per year taken flexibly
 - Increase from 33 to 38 weeks for all 3 / 4 year olds in private and voluntary sector from 2006
 - Increase in hours to 15 hours per week for all 3 and 4 year olds across 38 weeks beginning in 2007 and for all children by 2010
 - Parents able to use the free entitlement flexibly across minimum of 3 days from 2008

All settings move to deliver offer by:

Providing extended day, or

- Working with childminders/ approved childcarers as childcare partners
- Incentives will be provided to playgroups and schools to extend their hours and work in partnership with childminders and approved childcarers

Improving quality

- Reform and simplification of regulation
- Inspection focussed on driving up quality
- One Quality Framework for 0 – 5
- Strengthen professional leadership of early years settings
- Reform career and qualification framework
- Early consultation and proposals from Children's Workforce Development Council

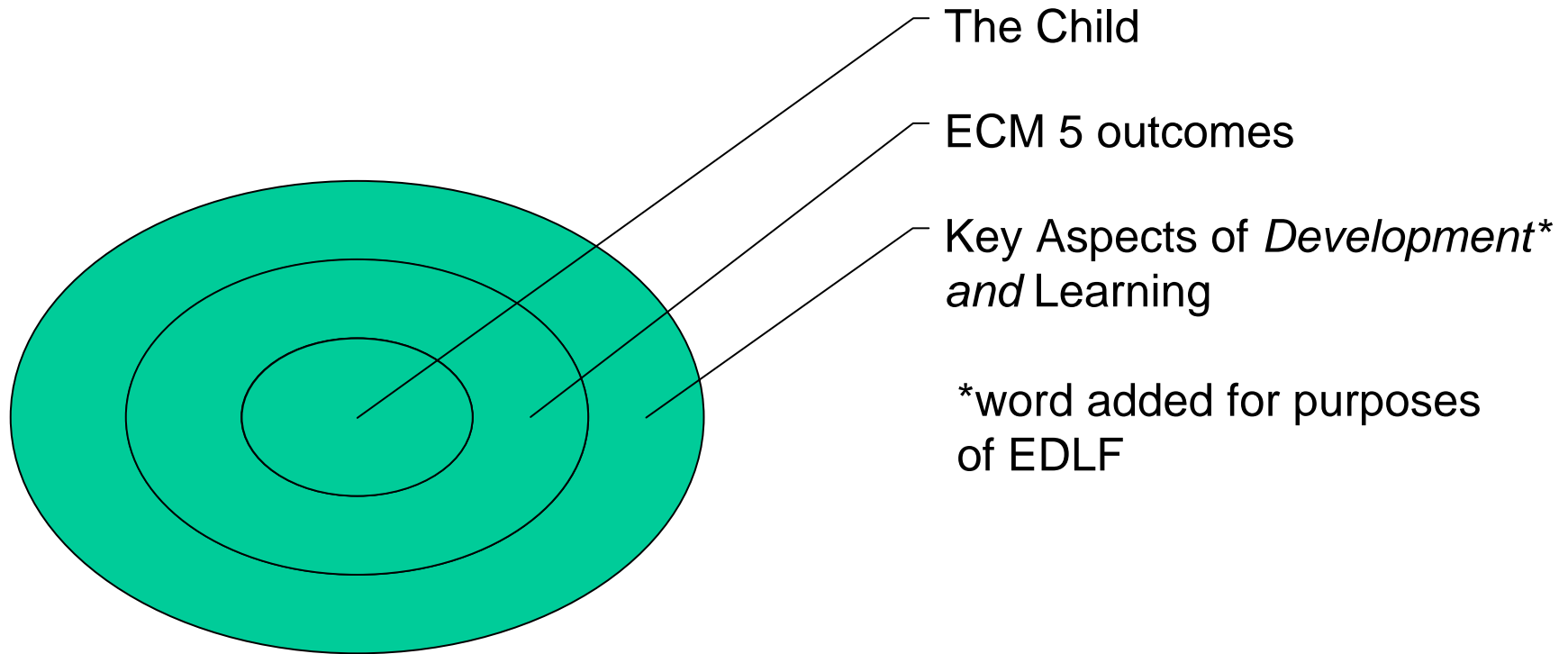
A single quality framework

- From birth to the end of the Foundation Stage
- An integrated approach to care and education
- Underpinned by a play-based approach
- Strengthen the links between Birth to Three Matters and the Foundation Stage
- Incorporate elements of the National Standards
- To ensure a consistent approach to care, learning and development from birth to the end of the Foundation Stage

A single quality framework

- To help practitioners plan care and learning that is right for each child at each stage of their development
- To raise quality and reduce the number of changes children and families experience
- To ensure earlier identification of particular needs
- To support wider integration of services
- Proposals for consultation in 2006
- In place in 2008
- Carried out alongside reform of regulatory and inspection arrangements

THE CONTEXT : Birth to 11



Key aspects of *development and learning*

Self awareness	<i>Aspects of affective learning</i>	
Empathy		
Motivation		
Managing feelings		
Social skills		
Communication		
Reasoning	<i>Aspects of cognition</i>	
Evaluation		
Creativity		
Enquiry		
Problem solving		
Information processing		

EDLF, Birth to 3 Matters, Curriculum Guidance for the Foundation Stage and the National Standards

A Principled Approach

- It is not proposed to replace BTTM or CGFS.
- The EDLF will take the principles from both documents, which are already largely consistent with each other, and combine them so that they apply from birth to 5.
- The newly combined EDLF principles will be linked to the aspects of development and learning, to the 5 outcomes and to KEEP where appropriate.
- They will also incorporate the relevant National Standards.

Principles around

- Children's entitlements
- Parents' rights and responsibilities
- Practitioners responsibilities and rights
- LA responsibilities
- Government responsibilities

Mapping BTTM and CGFS

- Show how 4 aspects threaded through CGFS
- Show where 6 areas of learning drawn from BTTM

Exemplification

This section will provide practical examples of the previous sections in action. It will take the form of a DVD and supporting documentation.

Material will cover the whole age/setting/diversity range and include new and existing material.

Questions

- What's missing from the existing principles?
- Does embedding the national standards within the principles seem the correct approach?
- How high should we pitch the standards in relation to e.g. ratios, qualifications, outdoor space?
- Is leaving BTTM and CGFS the appropriate/sensible/correct approach?
- Are there things we particularly need to cover in the exemplification?