

Early Years Foundation Stage - Mapping the Landscape.

Responses from Early Years Foundation Stage Coalition Survey May 2019

Initial Analysis

3,270 respondents

97% work in settings; 69% worked directly with children

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

from across the country, representing a range of roles, setting types, and experience

Key Headlines

- Workload remains a concern
 - Excessive Paperwork
 - Lack of time to work with outside professionals
 - Lack of comparable frameworks between organisations
- 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:

- Lack of funding
- Insufficient resources and staffing
- Issues with home learning environment
- Attitudes of parents
- Communication and language difficulties
- Insufficient access to early intervention

Improving social mobility

- The EYFS is not seen as a tool to narrow the gap
- It is seen by some as detrimental to the very children it seeks to support
- A concern over evidencing children's progress and achievement relating to the inspection process rather than the EYFS

- ❖ A decrease in workload seems dependent on how requirements of the inspection process 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, time & opportunities for working with parents and for 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 that can improve social mobility; instead practitioners suggest this is influenced by a combination of the home learning environment, resources and early years expertise

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About the survey

This survey of practitioners was commissioned by a coalition of early years organisations:

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, the British Association for Educational Research (BERA) and the British Early Childhood Education Research Association (BECERA).

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