

Mapping ECERS to the EYFS Themes and Commitments

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With thanks to Anne Nelson

The use of the Environment Rating Scales fully supports the EYFS themes and commitments, as well as the six curriculum areas. This document shows how the ECERS-R and E might be 'mapped' onto the EYFS. Due to the integrated nature of the EYFS commitments, one ECERS 'quality indicator' often addresses several themes or commitments.

This is by no means a definitive mapping, but some practitioners might find it useful in:

- Showing how the scales can contribute towards meeting their obligations under EYFS
- Identifying specific items of the scales which might be used as tools when working on specific themes and/or commitments
- Justifying the time needed to complete an ECERS audit
- Unpicking links and relationships between the themes and commitments of the EYFS, and the quality principles which underlie them.

We have presented the map at two levels: a detailed mapping and a summary of items. In order to create the detailed map, we have created 'sub-headings' for each commitment showing the key elements/messages we identified within it – and then listed the specific ECERS items which we felt were relevant. Where only specific indicators within an item are relevant, we have also listed these. In some cases, one 'sub-heading' is relevant to more than one commitment. For example, 'involving parents in the process' is relevant to many of the EYFS themes and commitments. In order to avoid repetition, we have only shown the ECERS items/indicators which link to a particular sub-heading once. Thus, the ECERS items which link to 'involving parents in the process' are listed under 'Parents as Partners'. Where 'involving parents in the process' is relevant to other commitments, we have simply cross-referenced to 'Parents as Partners'.

For the less detailed mapping, we have listed all the ECERS items which relate to each commitment, including cross-referenced items.

In due course, we will add to this map to show links with the other Environment Rating Scales (ITERS-R, FCCERS-R and SACERS) and welcome any comments on the current version. Comments should be emailed to comment@ecersuk.org. We cannot promise that we will reply to each email individually, but we value all feedback and will use and refer to it in future revisions.

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KEY: ER = ECERS-R, EE = ECERS-E

NOTE: for formatting purposes, some of the commitments appear in a different order to the EYFS documentation

A UNIQUE CHILD

<p>A UNIQUE CHILD:</p> <p>Child Development Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.</p> <p><i>NB: In many ways, the whole of the ECERS-R and E can be linked to this commitment (i.e.provision of an environment which supports' every area of development'). We have focused on items which highlight the unique nature of individual children and their development, and the role of early relationships in supporting this. Others may have a different interpretation.</i></p>	<p>DETAILED MAPPING</p> <p>Accessibility, inclusion and supporting individual pathways</p> <ul style="list-style-type: none"> ER 1 Indoor space (3.1, 3.5, 5.1, 5.3) ER 2 Furniture for routine care, play & learning (3.3, 5.3) ER 4 Room arrangement for play (3.4) ER 7 Space for gross motor play (esp. 5.2) ER 8 Gross motor equipment (esp. 3.3, 5.3, 7.2) ER 10 Meals/snacks (3.6) ER 12 Toileting/diapering (5.2) ER 15 Books and pictures (5.4) ER 16 Encouraging children to communicate (3.3, 7.1) ER 17 Using language to develop reasoning skills (3.2) ER 18 Informal use of language (5.4) ER 19 Fine motor (3.1, 5.1, 5.3) ER 26 Math/number (3.1, 5.1) ER 30 General supervision of children (5.1) ER 31 Discipline (3.3, 7.3) ER 34 Schedule (7.2) ER 36 Group time (5.1) ER 37 Provision for children with disabilities (all) EE D1 Planning for individual learning needs (all) <p>Routines & schedules flexible to individual needs</p> <ul style="list-style-type: none"> ER 10 Meals/snacks (3.1, 3.5, 5.4) ER 11 Nap/rest (3.1, 7.1) ER 12 Toileting/diapering (3.4) ER 34 Schedule (5.1, 7.2) ER 36 Group time (3.1, 5.1, 5.2, 5.3) <p>Involving parents in the process</p> <ul style="list-style-type: none"> For list of items see 'parents as partners' <p>Including, respecting & valuing the contribution of individual children & families</p> <ul style="list-style-type: none"> For list of items see 'inclusive practice' <p>Responsive, warm, secure and respectful relationships btw children and adults in the setting</p> <ul style="list-style-type: none"> For list of items see 'respecting each other' 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 1 Indoor space ER 2 Furniture for routine care, play & learning ER 4 Room arrangement for play ER 6 Child related display ER 7 Space for gross motor play ER 8 Gross motor equipment ER 9 Greeting/departing ER 10 Meals/snacks ER 11 Nap/rest ER 12 Toileting/diapering ER 15 Books and pictures ER 16 Encouraging children to communicate ER 17 Using language to develop reasoning skills ER 18 Informal use of language ER 19 Fine motor ER 26 Math/number ER 28 Promoting acceptance of diversity ER 29 Supervision of gross motor activities ER 30 General supervision of children ER 31 Discipline ER 32 Staff-child interaction ER 33 Interactions among children ER 34 Schedule ER 36 Group time ER 37 Provisions for children with disabilities ER 38 Provisions for parents EE D1 Planning for individual learning needs EE D2 Gender equality and awareness EE D3 Race equality and awareness
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<p>A UNIQUE CHILD:</p> <p>Inclusive Practice The diversity of individuals and communities is valued and respected. No child or family is discriminated against.</p>	<p>DETAILED MAPPING</p> <p>Accessibility, inclusion and supporting individual pathways</p> <ul style="list-style-type: none"> For list of items see 'child development' <p>Celebrating Diversity and the wider context</p> <ul style="list-style-type: none"> ER 15 Books and pictures (5.1) ER 21 Music/movement (5.2) ER 24 Dramatic play (7.2) ER 27 Use of TV/video and/or computers (3.1) ER 28 Promoting acceptance of diversity (all) EE D2 Gender equality and awareness (all) EE D3 Race equality and awareness (all) <p>Including, respecting & valuing the contribution of individual children and families</p> <ul style="list-style-type: none"> ER 6 Child related display (3.2, 5.1, 5.2, 7.1) ER 9 Greeting/departing (all, but esp 3.1, 3.3, 5.1, 5.3, 7.3) ER 10 Meals/snacks (5.4) ER 15 Books and pictures (5.4) ER 18 Informal use of language (5.4) ER 28 Promoting acceptance of diversity (all, esp 3.3, 7.1, 7.2) ER 30 General supervision of children (5.4) ER 32 Staff-child interaction (5.2, 7.2) ER 37 Provisions for children with disabilities (all, esp 3.3, 3.4, 5.2, 5.3, 7.1, 7.2) ER 38 Provision for Parents (all) EE D1 Planning for individual learning needs (esp 3.4, 5.4, 7.4) EE D2 Gender equality and awareness (esp. 3.2, 5.2, 7.2) EE D3 - Race equality and awareness (esp.5.4) 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 1 Indoor space ER 2 Furniture for routine care, play & learning ER 4 Room arrangement for play ER 6 Child related display ER 7 Space for gross motor play ER 8 Gross motor equipment ER 9 Greeting/departing ER 10 Meals/snacks ER 12 Toileting/diapering ER 15 Books and pictures ER 16 Encouraging children to communicate ER 17 Using language to develop reasoning skills ER 18 Informal use of language ER 19 Fine motor ER 21 Music/movement ER 24 Dramatic play ER 26 Math/number ER 27 Use of TV/video and/or computers ER 28 Promoting acceptance of diversity ER 30 General supervision of children ER 31 Discipline ER 32 Staff-child interaction ER 34 Schedule ER 36 Group time ER 37 Provisions for children with disabilities ER 38 Provisions for parents EE D1 Planning for individual learning needs EE D2 Gender equality and awareness EE D3 Race equality and awareness
<p>A UNIQUE CHILD:</p> <p>Keeping Safe* Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.</p> <p>Health and Well-being* Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.</p>	<p>DETAILED MAPPING</p> <p>Supervision</p> <ul style="list-style-type: none"> ER 4 Room arrangement for play (3.2) ER 5 Space for privacy (3.2) ER 9 Greeting/departing (3.2) ER 11 Nap/rest (3.3, 3.4) ER 12 Toileting/diapering (3.5) ER 14 Safety practices (3.2, 5.1) ER 29 Supervision of gross motor activities (esp 3.1, 5.1) ER 30 General supervision of children (esp 3.1, 3.3, 5.1, 5.3) ER 35 Free play (3.2) <p><i>(cont on next page)</i></p>	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 1 Indoor space ER 2 Furniture for routine care, play and learning ER 3 Furnishings for relaxation and comfort ER 4 Room arrangement for play ER 5 Space for privacy ER 7 Space for gross motor play ER 8 Gross motor equipment ER 9 Greeting/departing ER 10 Meals/snacks ER 11 Nap/rest ER 12 Toileting/diapering ER 13 Health practices

* the 'keeping safe' and 'health and well-being' commitments were too closely related to separate when mapping to ECERS.

All spaces, furniture, equipment suitable, secure & safe

- ER 1 Indoor space (all)
- ER 2 Furniture for routine care, play and learning (all)
- ER 7 Space for gross motor play (all, esp 3.2, 5.3, 7.2)
- ER 8 Gross motor equipment (all)
- ER 11 Nap/rest (3.2, 5.2)
- ER 12 Toileting/diapering (3.2)
- ER 14 Safety practices (3.1, 7.1)

Setting clean, hygienic and well maintained

- ER 1 Indoor space (3.3, 3.4)
- ER 2 Furniture for routine care, play and learning (3.2, 5.2)
- ER 3 Furnishings for relaxation and comfort (5.3, 7.2)
- ER 10 Meals/snacks (3.3)
- ER 11 Nap/rest (3.2)
- ER 12 Toileting/diapering (3.1, 3.3, 5.1)
- ER 13 Health practices (3.1, 3.2)
- ER 30 General supervision of children (3.2)

Helping children to keep themselves safe, healthy & to recognise boundaries

- ER 12 Toileting/diapering (7.2)
- ER 13 Health practices (5.2, 7.1)
- ER 14 Safety practices (5.2, 7.1, 7.2)
- ER 30 General supervision of children (5.1)
- ER 31 Discipline (all)
- ER 33 Interactions among children (5.2)

Organisation & procedures for health, safety & wellbeing

- ER 7 Space for gross motor play (5.3)
- ER Items 9 -14 (all)
- ER 31 Discipline (5.2, 7.3)
- ER 38 Provisions for parents (all)
- ER 41 Staff interaction and co-operation (esp. 3.1, 5.1)
- ER 43 Opportunities for professional growth (all)

Protecting children's psychological wellbeing, security/stability of care and protection from discrimination

- ER 3 Furnishings for relaxation and comfort (all)
- ER 5 Space for privacy (all)
- ER 27 Use of TV/video and/or computer (3.1)
- ER 28 Promoting acceptance of diversity (all, esp 3.3)
- ER Interaction items 29-33 and other elements throughout
- EE D2 Gender equality and awareness
- EE D3 Race equality and awareness

Mobility and movement, understanding the benefits of physical activity

- ER 1 Indoor space (3.1, 5.1)
- ER 7 Space for gross motor play (all)
- ER 8 Gross motor equipment (all)
- ER 21 Music/movement (3.3)
- ER 34 Schedule (3.3)
- ER 35 Free play (3.1, 5.1)

- ER 14 Safety practices
- ER 21 Music/movement
- ER 27 Use of TV/video and/or computer
- ER 28 Promoting acceptance of diversity
- ER 29 Supervision of gross motor activities
- ER 30 General supervision of children
- ER 31 Discipline
- ER 32 Staff-child interaction
- ER 33 Interactions among children
- ER 34 Schedule
- ER 35 Free play
- ER 38 Provisions for parents
- ER 41 Staff interaction and co-operation
- ER 43 Opportunities for professional growth
- EE D2 Gender equality and awareness
- EE D3 Race equality and awareness

POSITIVE RELATIONSHIPS

<p>POSITIVE RELATIONSHIPS:</p> <p>Respecting each other Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.</p>	<p>DETAILED MAPPING</p> <p>Celebrating diversity and the wider context</p> <ul style="list-style-type: none"> For list of items see 'inclusive practice' <p>Including, respecting & valuing the contribution of individual children & families</p> <ul style="list-style-type: none"> For list of items see 'inclusive practice' <p>Responsive, warm, secure and respectful relationships between children and adults in the setting</p> <ul style="list-style-type: none"> ER 9 Greeting/departing (all but esp 3.1, 5.1, 5.2, 7.1) ER 10 Meals/snacks (5.2) ER 11 Nap/rest (3.4, 5.1) ER 12 Toileting/diapering (5.3) ER 16 Encouraging children to communicate (7.1) ER 29 Supervision of gross motor activities (3.2, 5.2, 7.3) ER 30 General supervision of children (3.3, 5.2, 5.4) ER 31 Discipline (all) ER 32 Staff-child interactionS (all) ER 33 Interactions among children (all) <p>Relationships between adults in the setting</p> <ul style="list-style-type: none"> ER 33 Interactions among children (5.1) ER 41 Staff interaction and co-operation 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 6 Child related display ER 9 Greeting/departing ER 10 Meals/snacks ER 11 Nap/rest ER 12 Toileting/diapering ER 15 Books and pictures ER 16 Encouraging children to communicate ER 18 Informal use of language ER 21 Music/movement ER 24 Dramatic play ER 27 Use of TV/video and/or computers ER 28 Promoting acceptance of diversity ER 29 Supervision of gross motor activities ER 30 General supervision of children ER 31 Discipline ER 32 Staff-child interactions ER 33 Interactions among children ER 37 Provisions for children with disabilities ER 38 Provisions for Parents ER 41 Staff interaction and co-operation EE D1 Planning for individual learning needs EE D2 Gender equality and awareness EE D3 Race equality and awareness
<p>POSITIVE RELATIONSHIPS:</p> <p>Parents as Partners Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning</p>	<p>DETAILED MAPPING</p> <p>Involving parents in the process</p> <ul style="list-style-type: none"> ER 9 Greeting/departing (3.3, 5.3, 7.3) ER 10 Meals/snacks (5.4) ER 37 Provisions for children with disabilities (3.3, 5.3) ER 38 Provisions for parents 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 9 Greeting/departing ER 10 Meals/snacks ER 37 Provisions for children with disabilities ER 38 Provisions for parents
<p>POSITIVE RELATIONSHIPS:</p> <p>Key Person A Key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.</p>	<p>DETAILED MAPPING</p> <p>Caring and responsive key people</p> <ul style="list-style-type: none"> ER 9 Greeting/departing ER 11 Nap/rest (5.1) ER 12 Toileting/diapering (5.3) ER 30 General supervision of children (5.1) ER 32 Staff-child interactions (all) ER 34 Schedule (7.2) ER 38 Provisions for parents (all) EE D1 Planning for individual learning needs 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 9 Greeting/departing ER 11 Nap/rest ER 12 Toileting/diapering ER 30 General supervision of children ER 32 Staff-child interactions ER 34 Schedule ER 38 Provisions for parents EE D1 Planning for individual learning needs

<p>POSITIVE RELATIONSHIPS:</p> <p>Supporting Learning Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.</p>	<p>DETAILED MAPPING</p> <p>Observing, enabling and facilitating children's play and exploration (alone, with other children or with adults)</p> <ul style="list-style-type: none"> ER 15 Books and pictures (3.2, 5.5) ER 16 Encouraging children to communicate (all, esp. 3.1, 3.3, 5.1, 7.1, 7.2) ER 17 Using language to develop reasoning skills (all) ER 18 Informal use of language (all) ER 29 Supervision of gross motor activities (5.3, 7s) ER 30 General supervision of children (esp 7s) ER 33 Interactions among children (all) ER 34 Schedule (5.2) ER 35 Free play (7.1) EE: since the focus of the ECERS-E is on adult support for play, learning and exploration, all of the ECERS-E supports this commitment. <p>Responsive, warm, secure and respectful relationships between children and adults in the setting</p> <ul style="list-style-type: none"> For list of items see 'respecting each other' <p>Balance of adult and child-led activities and play</p> <ul style="list-style-type: none"> ER 30 General supervision of children (7.2) ER 34 Schedule (5.2, 5.3) ER 35 Free play (all) ER 36 Group time (all) 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 9 Greeting/departing ER 10 Meals/snacks ER 11 Nap/rest ER 12 Toileting/diapering ER 15 Books and pictures ER 16 Encouraging children to communicate ER 17 Using language to develop reasoning skills ER 18 Informal use of language ER 29 Supervision of gross motor activities ER 30 General supervision of children ER 31 Discipline ER 32 Staff-child interactions ER 33 Interactions among children ER 34 Schedule ER 35 Free play ER 36 Group time EE: since the focus of the ECERS-E is on adult support for play, learning and exploration, all of the ECERS-E supports this commitment.
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ENABLING ENVIRONMENTS

<p>ENABLING ENVIRONMENTS:</p> <p>Observation, Assessment and Planning Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.</p>	<p>DETAILED MAPPING</p> <p>Observation, assessment and planning</p> <ul style="list-style-type: none"> ER 37 Provisions for children with disabilities EE D1 Planning for individual learning needs <p>Accessibility, inclusion and supporting individual pathways</p> <ul style="list-style-type: none"> For list of items see 'child development' <p>Routines & schedules flexible to individual needs</p> <ul style="list-style-type: none"> For list of items see 'child development' <p>Involving parents in the process</p> <ul style="list-style-type: none"> For list of items see 'parents as partners' 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 1 Indoor space ER 2 Furniture for routine care, play & learning ER 4 Room arrangement for play ER 7 Space for gross motor play ER 8 Gross motor equipment ER 9 Greeting/departing ER 10 Meals/snacks ER 11 Nap/rest ER 12 Toileting/diapering ER Language-reasoning subscale items 15-18 ER 19 Fine motor ER 26 Math/number ER 30 General supervision of children ER 31 Discipline ER 34 Schedule ER 36 Group time ER 37 Provision for children with disabilities ER 38 Provisions for parents EE D1 Planning for individual learning needs
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<p>ENABLING ENVIRONMENTS:</p> <p>Supporting Every Child The environment supports every child's learning through planned experiences and activities that are challenging but achievable.</p>	<p>DETAILED MAPPING</p> <p>A varied environment with appropriate and accessible resources to support mental and physical play, exploration and decision making (allowing all children to find their own learning pathways)</p> <ul style="list-style-type: none"> For list of items see 'the learning environment' <p>Accessibility, inclusion and supporting individual pathways</p> <ul style="list-style-type: none"> For list of items see 'child development' <p>Including, respecting & valuing the contribution of individual children/ families</p> <ul style="list-style-type: none"> See 'inclusive practice' <p>Celebrating diversity and the wider context</p> <ul style="list-style-type: none"> For list of items see 'inclusive practice' <p>Secure transitions, routines and rhythm of the day to help children feel secure</p> <ul style="list-style-type: none"> ER 9 Greeting/departing (all) ER 10 Meals/snacks (3.1, 5.1, 5.2, 7.3) ER 11 Nap/rest (3.1, 3.4, 5.1, 5.2, 7.1) ER 12 Toileting/diapering (5.3) ER 34 Schedule (all) <p>Responsive, warm, secure and respectful relationships between children and adults in the setting</p> <ul style="list-style-type: none"> For list of items see 'respecting each other' <p>Organising the environment to support peer interactions & allow opportunities for staff to work with individuals and small groups:</p> <ul style="list-style-type: none"> ER 16 Encouraging children to communicate (all) ER 18 Informal use of language (5.4) ER 31 Discipline (5.2) ER 33 Interactions among children (3.1, 7.2) ER 34 Schedule ER 35 Free play ER 36 Group time 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER Space and furnishings subscale items 1-8 ER 9 Greeting/departing ER 10 Meals/snacks ER 11 Nap/rest ER 12 Toileting/diapering ER Language-reasoning subscale items 15-18 ER Activities subscale items 19-28 ER 30 General supervision of children ER 31 Discipline ER 32 Staff-child interactions ER 33 Interactions among children ER Program structure subscale items 34-37 ER 38 Provisions for Parents EE L 1 Environmental print EE L2 Book and literacy areas EE L5 Emergent writing/mark making EE Maths subscale items 1-4 EE SC1 Natural materials EE SC2 Areas featuring science/science resources EE Diversity subscale items 1-3
<p>ENABLING ENVIRONMENTS:</p> <p>The Wider Context Working in partnership with other settings, other professionals and with individuals and groups in the community support's children's development and progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.</p>	<p>DETAILED MAPPING</p> <p>Involving parents in the process</p> <ul style="list-style-type: none"> For list of items see 'parents as partners' <p>Relationships between adults in the setting</p> <ul style="list-style-type: none"> ER 33 Interactions among children (5.1) ER 41 – Staff interaction and co-operation <p>Working with other professionals</p> <ul style="list-style-type: none"> ER 31 Discipline (7.3) ER 38 Provisions for parents (7.2) ER 37 Provisions for children with disabilities (3.1, 5.1, 7.1) <p>Celebrating Diversity and the Wider Context</p> <ul style="list-style-type: none"> For list of items see 'inclusive practice' 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 9 Greeting/departing ER 10 Meals/snacks ER 15 Books and pictures ER 21 Music/movement ER 24 Dramatic play ER 27 Use of TV/video/computers ER 28 Promoting acceptance of diversity ER 31 Discipline ER 33 Interactions among children ER 37 Provisions for children with disabilities ER 38 Provisions for parents ER 41 Staff interaction and co-operation EE D2 Gender equality and awareness EE D3 Race equality and awareness

<p>ENABLING ENVIRONMENTS:</p> <p>The Learning Environment A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.</p>	<p>DETAILED MAPPING</p> <p>A varied environment with appropriate and accessible resources to support mental and physical play, exploration and decision making (allowing all children to find their own learning pathways)</p> <ul style="list-style-type: none"> • ER 2 Furniture for routine care, play and learning • ER 3 Furnishings for relaxation and comfort • ER 4 Room arrangement for play • ER 5 Space for privacy • ER 6 Child-related display • ER 7 Space for gross motor play • ER 8 Gross motor equipment • ER 15 Books and pictures • ER 16 Encouraging children to communicate (esp. 3.2, 5.2) • ER Activities subscale items 19-28 • ER 35 Free play (esp. 3.3, 5.3, 7.2) • EE L 1 Environmental print (all) • EE L2 Book and literacy areas (all) • EE L5 Emergent writing/mark making (all) • EE M1 Counting and the application of counting (esp. 3.3, 7.4) • EE M2 Reading and writing simple numbers (esp. 3.1, 5.2, 7.2) • EE M3 Shape and space (esp. 3.1, 5.1, 7.1) • EE M4 Sorting, matching and comparing (esp. 3.1, 5.1) • EE SC1 Natural materials (esp. 3.1, 3.2) • EE SC2 Areas featuring science/science resources (all) <p>Space indoors and out, for active and quiet play:</p> <ul style="list-style-type: none"> • ER Items 1-8 (Space and Furnishings subscale) <p>All spaces, furniture, equipment suitable, secure & safe</p> <ul style="list-style-type: none"> • For list of items see ‘keeping safe’ and ‘health and wellbeing’ 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> • ER Space and furnishings subscale items 1-8 • ER 11 Nap/rest • ER 12 Toileting/diapering • ER 14 Safety practices • ER 15 Books and pictures • ER 16 Encouraging children to communicate • ER Activities subscale items 19-28 • ER 35 Free play • EE L 1 Environmental print • EE L2 Book and literacy areas • EE L5 Emergent writing/mark making • EE Maths subscale items 1-4 • EE SC1 Natural materials • EE SC2 Areas featuring science/science resources
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LEARNING AND DEVELOPMENT

<p>LEARNING AND DEVELOPMENT:</p> <p>Play and Exploration Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development</p>	<p>DETAILED MAPPING</p> <p>A varied environment with appropriate and accessible resources to support mental and physical play, exploration and decision making (allowing all children to find their own learning pathways)</p> <ul style="list-style-type: none"> For list of items see ‘the learning environment’ <p>Schedule which provides opportunities for indoor and outdoor play, active and more quiet play, with flexibility for children to make their own choices</p> <ul style="list-style-type: none"> ER 34 Schedule (esp. 3.3, 3.4, 5.1, 5.3) ER 35 Free play (esp. 3.1, 5.1) <p>Balance of adult and child-led activities and play</p> <ul style="list-style-type: none"> For list of items see ‘supporting learning’ <p>Observing, enabling and facilitating children’s play and exploration (alone, with other children or with adults)</p> <ul style="list-style-type: none"> For list of items see ‘supporting learning’ 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER Space and furnishings subscale items 2-8 ER Language-reasoning subscale items 15-18 ER Activities subscale items 19-28 ER 29 Supervision of gross motor activities ER 30 General supervision of children ER 33 Interactions among children ER 34 Schedule ER 35 Free play ER 36 Group time EE: since the focus of the ECERS-E is on adult support for play, learning and exploration, all of the ECERS-E supports this commitment.
<p>LEARNING AND DEVELOPMENT:</p> <p>Active Learning Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.</p>	<p>DETAILED MAPPING</p> <p>A varied environment with appropriate and accessible resources to support mental and physical play, exploration and decision making (allowing all children to find their own learning pathways)</p> <ul style="list-style-type: none"> For list of items see ‘the learning environment’ <p>Adults supporting children in decision making and in becoming independent and active learners</p> <ul style="list-style-type: none"> ER 10 Meals/snacks (5.3, 7.1, 7.2) ER 12 Toileting/diapering (7.2) ER 13 Health practices (7.1) ER 14 Safety practices (5.2) ER 17 Using language to develop reasoning skills (esp. 7s) ER 30 General supervision of children (5.1, 5.2, 7.2) ER 31 Discipline (7.1) ER 35 Free play ER 36 Group time (3.2, 7.3) <p>Much of the ECERS-E supports this commitment, since its focus is on adult support for children’s learning. Particularly relevant indicators include:</p> <ul style="list-style-type: none"> EE L 2 Book and literacy areas (7.2) EE L 3 Adults reading with children (5.1, 5.2, 7.2) EE L 6 Talking and listening (esp. 5.1, 7.3, 7.4) EE M 1 Counting and the application of counting (7.1) EE M2 Reading and writing simple numbers (7.1) EE M3 Shape and space (7.1, 7.3) EE M4 Sorting, matching and comparing (5.1, 7.1, 7.3) EE SC1 Natural materials (5.2, 7.1, 7.2) EE SC3 Science processes: non-living (7.1, 7.2, 7.3, 7.4) EE SC4 Science processes: living processes (5.3, 7.1, 7.2, 7.3) EE SC5 Science processes: food preparation (5.4, 7.3) <p>Accessibility, inclusion and supporting individual pathways</p> <ul style="list-style-type: none"> For list of items see ‘child development’ 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER Space and furnishings subscale items 1-8 ER 10 Meals/snacks ER 12 Toileting/diapering ER 13 Health practices ER 14 Safety practices ER Language-reasoning subscale items 15-18 ER Activities subscale items 19-28 ER 30 General supervision of children ER 31 Discipline ER 34 Schedule ER 35 Free play ER 36 Group time ER 37 Provision for children with disabilities EE L 1 Environmental print (all) EE L2 Book and literacy areas (all) EE L 3 Adults reading with children EE L5 Emergent writing/mark making (all) EE L 6 Talking and listening EE Maths subscale items 1-4 EE Science subscale items 1-5 EE D1 Planning for individual learning needs

LEARNING AND DEVELOPMENT:**Creativity and Critical Thinking**

When children have opportunities to play with ideas in different situations and a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

DETAILED MAPPING**Sustained shared thinking**

- ER 17 Using language to develop reasoning skills
- ER 29 Supervision of gross motor activities (7.1)
- ER 30 General supervision of children (7.1, 7.2)
- ER 35 Free play (7.1)
- ER 36 Group time (7.2)
- EE L 3 Adults reading with children
- EE L 6 Talking and listening
- EE M3 Shape and space
- EE M4 Sorting, matching and comparing
- EE SC3 Science processes: non-living (7.1, 7.2, 7.3, 7.4)
- EE SC4 Science processes: living processes (5.3, 7.1, 7.2, 7.3)
- EE SC5 Science processes: food preparation (5.4, 7.3)

Supporting creativity through the environment (e.g. making changes to create new spaces, promoting new relationships by changing age groupings, helping children to make links and connections)

- ER 4 Room arrangement (7.3)
- ER 6 Child-related display (5.1)
- ER 15 Books and pictures (7.1, 7.2)
- ER 19 Fine motor (7.1)
- ER 20 Art (7.2)
- ER 23 Sand/water (7.2)
- ER 24 Dramatic play (7.1, 7.4)
- ER 25 Nature/science (7.2)
- ER 26 Math/number (7.2)
- ER 27 Use of TV, video and/or computer (7.2)
- ER 29 Supervision of gross motor activities (7.2)
- ER 35 Free play (7.2)
- ER 36 Group time (7.1, 7.3)

Allowing children to express ideas through movement, dance, imaginative play and language/ using stories to encourage creativity

- ER 16 Encouraging children to communicate
- ER 18 Informal use of language
- ER 20 Art
- ER 21 Music/ movement
- ER 24 Dramatic play
- ER 27 Use of TV, video and/or computer (7.1)

SUMMARY OF ITEMS

- ER 4 Room arrangement
- ER 6 Child-related display
- ER Language-reasoning subscale items 15-18
- ER 19 Fine motor
- ER 20 Art
- ER 21 Music/ movement
- ER 23 Sand/water
- ER 24 Dramatic play
- ER 25 Nature/science
- ER 26 Math/number
- ER 27 Use of TV, video and/or computer
- ER 29 Supervision of gross motor activities
- ER 30 General supervision of children
- ER 35 Free play
- ER 36 Group time
- EE L 3 Adults reading with children
- EE L 6 Talking and listening
- EE M3 Shape and space
- EE M4 Sorting, matching and comparing
- EE SC3 Science processes: non-living
- EE SC4 Science processes: living processes
- EE SC5 Science processes: food preparation

<p>LEARNING AND DEVELOPMENT:</p> <p>Areas of Learning and development The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.</p>	<p>DETAILED MAPPING</p> <p>PSED</p> <ul style="list-style-type: none"> ER 10 Meals/snacks ER 12 Toileting/diapering ER 13 Health practices ER 28 Promoting acceptance of diversity ER 31 Discipline ER 32 Staff-child interactions ER 33 Interactions among children EE D2 Gender equality and awareness EE D3 Race equality and awareness <p>CLL</p> <ul style="list-style-type: none"> ER 10 Meals/snacks (7.3) ER 15 Books and pictures ER 16 Encouraging children to communicate ER 17 Using language to develop reasoning skills ER 18 Informal use of language EE Literacy 1-6 EE: elements within Maths and Science subscales <p>PSRN</p> <ul style="list-style-type: none"> ER 17 Using language to develop reasoning skills ER 26 Math/number EE: Maths 1-4 <p>KUW</p> <ul style="list-style-type: none"> ER 17 Using language to develop reasoning skills ER 23 Sand/water ER 25 Nature/science ER 28 Promoting acceptance of diversity EE: Science 1-5 EE D2 Gender equality and awareness EE D3 Race equality and awareness <p>PD</p> <ul style="list-style-type: none"> ER 7 Space for gross motor play ER 8 Gross motor equipment ER 19 Fine motor ER 20 Art ER 21 Music/movement ER 22 Blocks <p>CD</p> <ul style="list-style-type: none"> ER 20 Art ER 21 Music/movement ER 22 Blocks ER 24 Dramatic play <p>These items relate to all areas of learning and development:</p> <ul style="list-style-type: none"> ER 27 Use of TV, video and/or computers EE D1 Planning for individual learning needs 	<p>SUMMARY OF ITEMS</p> <ul style="list-style-type: none"> ER 7 Space for gross motor play ER 8 Gross motor equipment ER 10 Meals/snacks ER 12 Toileting/diapering ER 13 Health practices ER Language-reasoning subscale items 15-18 ER Activities subscale items 19-28 ER 31 Discipline ER 32 Staff-child interactions ER 33 Interactions among children EE Literacy subscale items 1-6 EE Maths subscale items 1-4 EE Science subscale items 1-5 EE Diversity subscale items 1-3
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