

# Principles into Practice

The four Themes of the EYFS are:

## A Unique Child

These four **Themes** express important **Principles** underpinning effective practice in the care, development and learning of young children.



## Positive Relationships



Each **Principle** is supported by four **Commitments** which describe how the Principle can be put into practice.



## Enabling Environments



## Learning and Development



The four Principles of the EYFS are:

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

The environment plays a key role in supporting and extending children's development and learning.

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

## A Unique Child

### 1.1 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.

### 1.2 Inclusive Practice

The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

### 1.3 Keeping Safe

Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.

### 1.4 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.

## Positive Relationships

### 2.1 Respecting Each Other

Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

### 2.2 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.

### 2.3 Supporting Learning

Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

### 2.4 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.

## Enabling Environments

### 3.1 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.

### 3.2 Supporting Every Child

The environment supports every child's learning through planned experiences and activities that are challenging but achievable.

### 3.3 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.

### 3.4 The Wider Context

Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of *Every Child Matters*: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

## Learning and Development

### 4.1 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.

### 4.2 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.

### 4.3 Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with 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.

### 4.4 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.