

Mapping the Early Childhood Environment Rating Scale to the Early Years Foundation Stage (EYFS) 2012

The use of the Environment Rating Scales fully supports the EYFS 2012. This document shows how the ECERS-R and E can be 'mapped' onto the EYFS. It is by no means a definitive mapping, but some practitioners might find it useful to:

- Show how the scales can contribute towards meeting their obligations under EYFS
- Identify specific items of the scales which might be used as tools when working on the three sections of the statutory framework for the EYFS
 - The learning and development requirements
 - Assessment
 - The safeguarding and welfare requirements

Areas of Learning and Development

Prime Areas	Main relevant items ECERS-R	Main relevant items ECERS-E	Some examples of relevant indicators in other items
<p>Personal, social and emotional</p> <p>Making relationships</p> <p>Self- confidence and self awareness</p> <p>Managing feelings and behaviour</p>	3 Furnishings for relaxation and comfort 5 Space for privacy 9 Greeting and departing 16 Encouraging children to communicate 24 Dramatic play 28 Promoting acceptance of diversity 29 Supervision of gross motor activities 30 General supervision of children 31 Discipline 32 Staff-child interactions 33 Interactions among children 34 Schedule 36 Group time	13 Planning for individual learning needs 14 Gender equality and awareness 15 Race equality and awareness	ER 2 Furniture for routine, play & learning (e.g. 3.3, 5.3) ER 6 Child related display (e.g. 5.1, 7.1) ER10 Meals/snacks (e.g. 5.3, 7.1, 7.2) ER 11 Nap/rest (e.g. 5.1, 7.1) ER 12 Toileting/diapering (e.g. 7.2) ER 13 Health practices (e.g. 7.1) ER 18 Informal use of language (e.g. 5.2, 5.4) ER 21 Music/movement (e.g. 3.2, 7.1) ER 35 Free play (e.g. 5.2, 5.3) ER 38 Provisions for parents (e.g. 3.2, 3.4, 5.3, 5.4) EE 6 Talking and listening (e.g. 5.3, 7.3)
<p>Communication and Language</p> <p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p>	5 Space for privacy 15 Books and pictures 16 Encouraging children to communicate 17 Using language to develop reasoning skills 18 Informal use of language 21 Music/movement 24 Dramatic play 32 Staff-child interactions 33 Interactions among children 35 Free play 36 Group time	6 Talking and listening	ER 5 Display (e.g. 5.1, 5.3) ER 9 Greeting/departing (e.g. 3.1, 5.1) ER 10 Meals/snacks (e.g. 5.2, 7.3) ER 12 Toileting/diapering (e.g. 5.3) ER 27 Use of TV, video and/or computers (e.g. 5.3) ER 28 Promoting acceptance of diversity (e.g. 5.1, 5.2, 7.1) ER 29 Supervision of gross motor (e.g. 3.2, 5.2, 7.1, 7.3) ER General supervision of children (e.g. 5.2, 5.4, 7.1) ER 31 Discipline (e.g. 7.1) ER 38 Provisions for parents (e.g. 3.2, 3.4, 5.3, 5.4) Many of the ECERS-E items also support communication and language, for example: Item 1 (7.1, 7.2), Item 9b (5.3, 7.2), Item 12a (5.3, 7.3, 7.4), Item 12b (5.3, 7.3, 7.4), Item 12c (5.3, 5.4, 7.3) and Item 15 (5.1)
<p>Physical Development</p> <p>Moving and handling</p> <p>Health and self care</p>	1 Indoor Space 2 Furniture for routine care, play & learning 3 Furnishings for relaxation and comfort 4 Room arrangement for play 7 Space for gross motor play 8 Gross motor equipment 10 Meals/snacks 11 Nap/rest 12 Toileting/diapering 13 Health practices 14 Safety practices 19 Fine motor 20 Art 21 Music/movement 22 Blocks 23 Sand/water 29 Supervision of gross motor activities	12 c Food Preparation	ER 24 Dramatic play (e.g. 7.3) ER 27 Use of TV, video and/or computers (e.g. 5.3) ER 34 Schedule (e.g. 3.3, 3.4)

ECERS-E

ECERS-R

Specific Areas	Main relevant items ECERS-R	Main relevant items ECERS-E	Some examples of relevant indicators in other items
<p>Literacy</p> <p>Reading</p> <p>Writing</p>	<p>15 Books and Pictures</p> <p>20 Art</p>	<p>1 Print in the environment</p> <p>2 Books and literacy area</p> <p>3 Adults reading with children</p> <p>4 Sounds in words</p> <p>5 Emergent writing /mark making</p>	<p>ER 4 Room arrangement (e.g. 7.2)</p> <p>ER 16 Encouraging children to communicate (e.g. 3.1, 5.1, 7.2)</p> <p>ER 19 Fine motor (e.g. 3.1, 5.1, 7.2)</p> <p>ER 21 Music/movement (e.g. 3.2, 5.1)</p> <p>ER 27 Use of TV, video and/or computers (e.g. 5.1, 5.3, 5.4)</p> <p>ER 28 Promoting acceptance of diversity (e.g. 3.1, 5.1)</p> <p>EE 11 Areas featuring science/science resources (e.g. 7.2)</p>
<p>Mathematics</p> <p>Numbers</p> <p>Shape, space and measures</p>	<p>17 Using language to develop reasoning skills</p> <p>19 Fine motor</p> <p>23 Sand/water</p> <p>22 Blocks</p> <p>26 Math/number</p>	<p>7 Counting and application of counting</p> <p>8 Reading and representation of numbers</p> <p>9a Shape</p> <p>9b Sorting, matching and comparing</p>	<p>ER 10 Meals/snacks (e.g. 7.1, 7.3)</p> <p>ER 15 Books and pictures (e.g. 5.1)</p> <p>ER 21 Music/movement (e.g. 3.2, 3.3)</p> <p>ER 27 Use of TV, video and/or computers (e.g. 5.1, 5.3)</p> <p>ER 29 Supervision of gross motor activities (e.g. 7.1)</p>
<p>Understanding the World</p> <p>People and communities</p> <p>The World</p> <p>Technology</p>	<p>16 Encouraging children to communicate</p> <p>17 Using language to develop reasoning skills</p> <p>19 Fine motor</p> <p>24 Dramatic Play</p> <p>25 Nature/science</p> <p>27 Use of TV, video and/or computers</p> <p>28 Promoting acceptance of diversity</p> <p>35 Free play</p> <p>33 Interactions among children</p>	<p>6 Talking and listening</p> <p>10 Natural materials</p> <p>11 Areas science and materials</p> <p>12 a Non living</p> <p>12 b Living processes</p> <p>12 c Food preparation</p> <p>14 Gender equality and awareness</p> <p>15 Race equality and awareness</p>	<p>ER 6 Child related display (e.g. 5.1)</p> <p>ER 15 Books and pictures (e.g. 5.1)</p> <p>ER 23 Sand and water</p> <p>ER 21 Music/movement (e.g. 5.1, 5.2)</p> <p>ER 32 Staff-child interactions (e.g. 5.2, 7.2)</p> <p>EE 13 Planning for individual learning needs (e.g. 3.4, 5.4, 7.4)</p>
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<p>18 Informal use of language</p> <p>20 Art</p> <p>21 Music/movement</p> <p>22 Blocks</p> <p>24 Dramatic play</p>	<p>2 Book and literacy areas (e.g. 7.3)</p> <p>3 Adult reading with children (e.g. 7.2)</p> <p>5 Emergent writing/mark making</p> <p>6 Talking and listening</p>	<p>ER 6 Child related display (e.g. 5.2, 7.1, 7.2)</p> <p>ER 16 Encouraging children to communicate (e.g. 5.2)</p> <p>ER 27 Use of TV, video and/or computers (e.g. 5.3, 7.1)</p> <p>EE 12a Non-living (e.g. 5.2, 5.3)</p> <p>ER 15 Books and Pictures (e.g. 3.2, 5.2)</p>

ECERS-E

ECERS-R

Characteristics of Effective Learning

	Main relevant items ECERS-R	Main relevant items ECERS-E
<p>Playing and exploring</p> <p><i>Engagement</i></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<div style="border: 2px solid yellow; padding: 5px; margin-bottom: 10px;"> <p>See definitions in ECERS R (pages 7 and 8) Accessible Substantial portion of the day Rotation of materials in items</p> </div> <p>Space and Furnishings subscale 1 Indoor Space 2 Furniture for routine care, play and learning 5 Space for privacy 4 Room arrangement for play 7 Space for gross motor play 8 Gross motor equipment</p> <p>Language-Reasoning subscale 15 Books and pictures 16 Encouraging children to communicate 17 Using language to develop reasoning skills 18 Informal use of language</p> <p>All items from the 'Activities' subscale</p> <p>Interaction subscale 29 Supervision of gross motor activities 30 General supervision of children 31 Discipline 32 Staff child interactions 33 Interactions among children</p> <p>Program Structure subscale 34 Schedule 35 Free Play 36 Group time 37 Provisions for children with disabilities</p>	<p>Literacy subscale 1 Print in the environment 2 Book and literacy areas 3 Adults reading with the children 5 Emergent writing/mark making 6 Talking and listening</p> <p>Mathematics subscale 9a Shape 9b Sorting, matching and comparing</p> <p>Science and Environment subscale 10 Natural materials 11 Areas featuring science/science resources 12a Science activities non-living 12b Science activities living processes and the world around us 12c Science activities food preparation</p> <p>Diversity subscale 13 Planning for individual learning needs 14 Gender equality and awareness 15 Race equality and awareness</p>
<p>Active Learning</p> <p><i>Motivation</i></p> <p>Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</p>	<p>All items from the 'Activities' subscale</p>	
<p>Creating and Thinking Critically</p> <p><i>Thinking</i></p> <p>Having their own ideas Making links Choosing ways to do things</p>		

ECERS-E

ECERS-R

Assessment Safeguarding and Welfare Requirements

EYFS	Examples of relevant items/indicators	EYFS	Examples of relevant items/indicators
Assessment	ER 9 Greeting/departing (7.3) ER 41 Staff interaction and cooperation (3.1,5.1) ER 37 Provisions for children with disabilities (3.1,3.3, 5.3, 7.3) ER 38 Provisions for parents EE 13 Planning for individual learning needs	Safety and suitability of premises, environment and equipment	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
Staff qualification, training, support and skills Supervision Appraisal	ER 38 Provisions for parents (3.2, 5.3, 7.3) ER 42 Supervision and evaluation of staff ER 43 Opportunities for professional growth	Safety Smoking Premises Risk assessment Outings	
Key person Staff: child ratios <i>ITERS Item 37 Staff Continuity</i>	ER 9 Greeting/departing (7.3) ER 10 Meals/snacks (3.5, 5.4) ER 14 Safety practices ER 29 Supervision of gross motor ER 30 General supervision of children ER 41 Staff interaction and cooperation (3.1, 5.1)	Equal opportunities	ER 1 Indoor Space (3.5, 5.1, 5.3) ER 2 Furniture for routine care, play and learning (3.3, 5.3) ER 4 Room arrangement (3.4) ER 7 Space for gross motor (5.2) ER 8 Gross motor equipment (3.3, 5.3) ER 9 Greeting/departing (5.1) ER 10 Meals/snacks (3.5, 3.6, 5.3, 5.4) ER 12 Toileting/diapering (5.2) ER 15 Books and pictures (5.4) ER 16 Encouraging children to communicate (7.1) ER 18 Informal use of language (5.4) ER 21 Music/movement (5.1,5.2) ER 24 Dramatic Play (7.2) ER 27 Use of TV, video and/or computer (3.1) ER 28 Promoting acceptance of diversity ER 29 Supervision of gross motor activities (5.3) ER 31 Discipline ER Interactions among children (7.2) ER 36 Group time (5.1) ER 37 Provisions for children with disabilities ER 38 Provisions for parents (7.2) ER 39 Provisions for the personal needs of staff (3.5) ER Provisions for personal needs of staff (3.5) EE Literacy 2 Book and literacy areas (5.1) EE Diversity 13 Planning for individual learning needs EE Diversity 14 Gender equality and awareness EE Diversity 15 Race equality and awareness
Information and Records Information about the child Information for parents and carers	ER 37 Provisions for children with disabilities ER 38 Provisions for parents ER 9 Greeting and departing ER 10 Meals and snacks ER 41 Staff interaction and cooperation (3.1, 5.1)		
Health Medicines	9 Greeting/departing (7.3) 13 Health Practices 14 Safety Practices (3.3) 38 Provisions for parents (5.3)		
Food and Drink	ER 10 Meals and snacks		
Managing Behaviour	ER 31 Discipline ER 30 General supervision of children (3.1, 3.3, 5.1, 5.3) ER 32 Staff-child interactions ER 33 Interactions among children		
Accident or injury	ER 14 Safety practices		

ECERS-E

ECERS-R

Early Education has launched Development Matters, free downloadable non-statutory guidance to support practitioners in implementing the Early Years Foundation Stage 2012. All those working to support the early learning of young children can use Development Matters as part of daily observation, assessment and planning. It can also be used at points during the EYFS as a guide to making best-fit summative judgements, with parents and colleagues across agencies, in relation to whether a child is showing typical development, may be at risk of delay or is ahead for their age. The age/stage bands are

The Early Years Foundation Stage (EYFS) is a term defined in Section 39 of the British government's Childcare Act 2006. The EYFS comprises a set of Welfare Requirements and a set of Learning and Development Requirements, which must be followed by providers of care for children under five years old – the age of compulsory education in the United Kingdom. The Welfare and Learning and Development requirements are not specified in the act but in separate orders.