

Early years statutory framework (EYFS) support for schools 2024-2025

Ealing early years quality partnership

Autumn 2024

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1. About Ealing early years quality partnership

The Ealing Early Years Quality Partnership

We provide expert practical support for Ealing’s early years registered childcare and education providers. The purpose of our specialist service is to create a supportive partnership with our early years providers and to work together towards a common goal to improve and enable high outcomes and close any achievement gaps for all our young children in Ealing.

Our Vision

Our vision for our Ealing early years quality partnership is centred on:

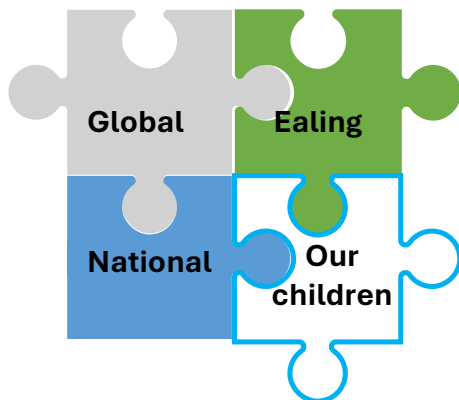
Highly inspirational early years education and leadership

Early years settings and schools’ collaboration, interdependence and connected autonomy.

Unapologetically high expectations, aspirations and educational outcomes for all, towards

Optimal and sustained impact locally in Ealing, nationally and globally for; and by, all our Ealing:

1. Children in early years
2. Early years leadership (at all levels) within our early years settings and schools
3. Early years consultants team



Every early years provider matters

We feel very strongly that every early years school provision matters and is crucial in enabling our children’s inspirational early years experiences and high outcomes. That is, whether you are a maintained nursery or primary school or an academy school, we value your contribution to developing and sustaining highly inspirational early years provision within the London Borough of Ealing.

2. Our EYFS support for schools 2024-2025



Introduction

In September 2023, Ealing early years quality partnership recommenced the offer of EYFS support to schools.

This academic year (2024-2025), our offer of EYFS support to schools has extended to include a four-tier model of support.

The focus of the EYFS support to schools is to strengthen and refine EYFS leadership and practice.

3. Tiers of support: Overview

The tiers of support represent a progression of support for EYFS provision:

- starting with a universal offer for all schools (**Tier 1**)
- moving to more targeted and intensive support based on needs and to /or a four-year cycle of EYFS support to schools (**Tiers 2 and 3**)
- culminating in a highly collaborative programme for schools that are striving towards and /or sustaining highly inspirational EYFS leadership and practice (**Tier 4**).

Tier 1: Leadership Training and Networks

All schools - Universal

This level of support is available to all schools and includes:

- School EYFS leadership training (*NEW*) training course aimed at enhancing the leadership skills of those new to EYFS leadership or established EYFS leaders.
- School EYFS leadership networks designed to:
 - Share local and national EYFS updates
 - Foster connection and collaboration between EYFS leaders
 - facilitate the sharing of ideas and effective practice across schools

This academic year, we are aiming for **100% attendance**, by our schools, at the above EYFS leadership training and networks, where possible.

Tier 2: EYFS support visits to schools

Four-year cycle

Nursery and primary schools will be invited to receive termly **EYFS support visits**, for one academic year, over a **four-year cycle (NEW)**, from 2024-2025 to 2027-2028.

Schools will be prioritised each year as follows:

- Four-year cycle
- Ofsted due
- EYFSP data (notwithstanding the unique contexts and complexities of each school)
- ELP health check (*outcomes for EYFS*)
- ELP securing good (for participating schools)
- Requests by schools (*from 2025-2026*)

Tier 3: Online meetings

Previously received visits. This level of support:

- is aimed at schools that received EYFS support visits the **previous academic year (NEW)**. They will be invited to participate in **two joint online** meetings as part of their continuing support.
- will provide EYFS leaders with an opportunity to jointly review and engage in reflective discussions alongside other EYFS leaders, pertaining to their current EYFS leadership and practice.

Tier 4: Ealing highly inspirational EYFS collaborative programme (pilot)

This pilot programme is aimed at:

- Schools that are striving towards and /or sustaining highly inspirational EYFS leadership and practice
- For this year's pilot, the criteria for schools being invited are those that are currently judged by Ofsted as 'outstanding' for EYFS provision.

These schools will engage in a collaborative enquiry process, using tools such as 'Spirals of enquiry' to drive EYFS continuous quality improvement.

4. Tier 2: Introductory meeting and visits

Online introductory meeting

Schools will receive an online introductory meeting (**NEW**) prior to their first EYFS support visit. The purpose of the online introductory meeting is to:

- get to know each other and foster partnership working
- set the tone for further interactions and promote open and effective communication
- share relevant information about your school and context; as well as current strengths and areas of celebration/expertise in the EYFS
- talk through your self-evaluation processes in the EYFS; share your school's identified key priorities for continuous quality improvement in the EYFS
- discuss objectives, roles and responsibilities
- raise any questions that you may have about the EYFS support offer over the academic year.



The focus of the introductory meeting discussions may include:

Wellbeing:

- leaders
- team
- children
- parents

Continuous quality improvement:

- current strengths
- current priorities
- actions implemented to improve areas identified
- CPD and training (impact)
- School's EYFSP report

Monitoring child progress and development:

- self-care and independence skills including toilet training (children aged 3 and above who are not yet toilet trained)
- 3 to 4-year-olds not currently on track (including ethnicity)
- 4 to 5-year-olds not currently on track (including ethnicity)

Self-evaluation with a sharp focus on continuous quality improvement:

- self-evaluation processes and how these inform your ongoing quality improvement cycle
- the impact of your self-evaluation and action planning in:
 - building on your school's EYFS current strengths
 - meeting your school's EYFS current priorities

Development of leadership at all levels:

- Development of EYFS leadership within senior leadership team
- Development of EYFS leadership and accountability for all team members at all levels

Quality of teaching and learning (aspirational and highly inspirational):

- sharp focus on our priority children and families to enable rapid progress and gaps to be closed:
- children with learning differences (SEND)
- application of knowledge of Ealing processes (EHAP and SENIF) into practice
- underserved (Black Caribbean, White and Black Caribbean, Somali)
- vulnerabilities (including children looked after)
- lower starting points
- children who are looked after
- children who might excel in particular interests, fascinations and areas of learning
- emotional and physical learning environment
- teaching and learning based on children's next steps
- using their interests and fascinations as a motivation for their challenging learning and teaching experiences
- knowledge of 3 I's in practice (Intent, implementation and impact)

- routines, transitions and care giving experiences are incorporated into the rich and challenging learning teaching and learning experiences

Overview

What the above might look like in your school when demonstrating highly inspirational EYFS leadership and practice.

EYFS support visits

EYFS visits are designed to be supportive in nature and to foster a culture of continuous quality improvement, where EYFS leaders and staff regularly reflect on their practice and adjust enhance their effectiveness.

The proposed structure of the visits

Visit 1 Joint learning walk with a focus on the enabling environment:

- indoor environment
- outdoor environment
- emotional environment.

Visit 2 Review progress of agreed actions (learning environment):

- review outcomes of self-evaluation tool
- EYFS Leader and EYFS team share their reflections on refining the environment and the impact on teaching and learning
- objective-led carpet times
- enabling children to take ownership of the planned learning intentions
- observational assessments
- thinking and 'planning' for next steps
- adult deployment and role of the adult
- adult-child interaction.

Visit 3 EYFS Leadership

- EYFS Leadership and how to sustain quality: review supervision of staff – identifying the strengths and areas for refinement (coaching, mentoring, teaching cohesion and consistency across the EYFS phase)
- discussion about EYFSP moderation opportunities provided across the academic year.
- progression from EYFS to Year1

NB: the above is subject to change depending on the school's own identified priorities



5. Area of learning champions and Padlet

Area of learning champions

This academic year, the notion of **area of learning champions** will be introduced to our PVI and schools, particularly including for the following areas of learning:

- Personal, social and emotional development (PSED)
- Communication and language (CL)
- Physical development (PD)
- Mathematics (M)
- Literacy (L)
- Understanding the world (UW) – a priority as per Ealing’s EYFSP data 2024.

This is in response to the recently published document [Strong Foundations in the First Years of School \(revised Oct 2024\)](#), which calls for strengthening foundational teaching and learning in maths and literacy, alongside the prime areas, in the EYFS.

The **subject leaders** within schools maintain a cross-phase **strategic** overview, including curriculum progression, from EYFS to KS2. Whereas the aim is that **area of learning champions** will maintain a sharp focus on the quality of the **day-to-day** teaching and learning experiences, including the indoor/outdoor learning environments, for the given areas of learning.

Given the unique contexts of our different schools, the practicalities of area of learning champions will be introduced and explored, as a standing agenda item during the half-termly school EYFS leaders networks.

Padlet

Additionally, Padlet for each of the above-mentioned areas of learning will be devised and made available for use by area of learning champions and other EYFS colleagues.

Padlet will host local and national information and resources, linked to the given areas of learning.

6. Ealing EYFS self-evaluation audit

(2) Risk Factors & Triggers: LA Knowledge (incl from visits, meetings, telephone / email communication, etc)											
Change of Leadership	EYFS Statutory Requirements								Recommended / Effective Practice	Statutory Early Reading Framework (for schools)	Children Reduce Inequality
	Leadership & Management	Welfare & Safeguarding	Learning & Development								
			2 Year Old Progress Checks	Characteristics of Effective Learning	Learning Environment	Adult Deployment & Role of Adults	Adult-Child Interaction	Practitioners' Knowledge of Children & Next Steps			
<ul style="list-style-type: none"> * New Owner * New Manager * No named Deputy 	<ul style="list-style-type: none"> * Self-evaluation processes * L&M at all levels * Continuous Quality Improvement * Staff supervision 	<ul style="list-style-type: none"> * Regular review and completion of Ealing's EYFS Welfare Requirements * DSL Leadership * Practitioner Knowledge & Confidence * Implementation * Risk assessment 	<ul style="list-style-type: none"> * Completion of 	<ul style="list-style-type: none"> * Active Learning * Playing and Exploring * Creating and Thinking Critically 	<ul style="list-style-type: none"> * Defined areas * 7 areas of learning * Self-service resources * Effective Challenge in every learning area * Reading, writing, speaking 	<ul style="list-style-type: none"> * Support / scaffolding learning * Challenge and extending learning * Following children's lead in their play 	<ul style="list-style-type: none"> * Tuning in and responding to children * Following children's lead in communication * Narration / commentary * Modelling expanded vocab 	<ul style="list-style-type: none"> Children's: <ul style="list-style-type: none"> * individual next steps are known and planned for / implemented * common next steps (for a group/class) are known and planned for / implemented 	<ul style="list-style-type: none"> * Action/ song rhyme (linked to learning intention) * Share & model learning intention * Children know the learning intention * Children practice and apply the learning intention 	<ul style="list-style-type: none"> Phonics (For schools only) Reading Framework Audit (p96-103) * Language Comprehension * Poetry, Rhymes and Songs * Principles underpinning the teaching of phonics 	<ul style="list-style-type: none"> SEND * Early identification * Early intervention (by setting e.g. by using SEND Toolkit) * Early Referral to agencies

[New and existing settings \(padlet.com\)](https://padlet.com)

The EYFS self-evaluation audit is as an optional tool and is designed to be supportive for individual schools’ use. This tool can be used to support the self-evaluation of the EYFS phase and/or individual Nursery and Reception classes.

7. Training and continuous professional development

The following courses are advertised within our EYFS training programme (2024-2025): ([Early years foundation stage \(EYFS\) training programme 2024-2025.pdf \(egfl.org.uk\)](#)).

Other courses may be added over the academic year dependent upon local needs and national requirements.

To book places on any of the training or leaders networks below, visit Ealing CPD Online at www.ealingcpd.org.uk

School EYFS Leaders Network

Designed to:

- Share local and national EYFS updates
- Foster connection and collaboration between EYFS leaders
- Facilitate the sharing of ideas and effective practice across schools.

Target audience: New and established school EYFS Leaders

Cost: Free ELP Schools, £50 All other Ealing schools

Book via Ealing CPD Online

- [24 October 2024 from 1-3pm at Ealing Education Centre](#)
- [13 February 2025 from 1-3pm at Ealing Education Centre](#)
- [15 May 2025 from 1-3pm at Ealing Education Centre](#)

New to school EYFS leadership training

An opportunity for EYFS Leaders, new to the role, to come together to reflect upon and develop their EYFS leadership skills.

This course will explore leadership at all levels and the key skills required for effective leadership. The training will highlight key areas such as emotional intelligence, growth mindset and implementing effective change in a team.

Target audience: New school EYFS Leaders

Book now: [7 November 2024 from 1-4pm at Ealing Education Centre](#)

Cost: Free ELP Schools, £50 All other Ealing schools

Established school EYFS leadership training

An opportunity for longstanding EYFS Leaders to come together and reflect on and build up on existing leadership skills.

This training will explore leadership at all levels, how to foster leadership within your team, accountability, and SWOT analysis. The training will also be an opportunity to review supervision and the EYFS quality improvement cycle.

Target audience: Established school EYFS Leaders

Book now: [21 November 2024 from 9am-12.30pm at Ealing Education Centre](#)

Cost: Free ELP Schools, £50 All other Ealing schools

EYFS effective transition training

To provide colleagues with an opportunity to carefully review the EYFS transition processes and policies within their schools. This training will explore:

- transition at various points within the EYFS
- how to establish effective EYFS transitions within the learning communities.
-

The training will highlight key areas such as the importance of the key person, attachment, the settling in period and strategies for effective transitions.

Target audience: School EYFS Leaders, PVI Leaders, SENDCOs, HLTAs, Nursery Nurses

Cost: Free ELP Schools, £50 All other Ealing schools

Book now: [28 November 2024 from 9.30am-4pm at Ealing Education Centre](#)

EYFS effective transition conference

Provide an opportunity for leaders and practitioners within the EYFS to:

- connect, reflect upon, plan and review carefully their EYFS transition processes, practices and policies
- build and strengthen their relationships between colleagues from different schools and settings within their localities
- share information between childminders, PVIs and Schools to provide an effective transition for our children in Ealing, in September 2025.
- highlight key areas such as the importance of the key person, attachment, the settling in period and strategies for effective transitions.
- provide a 'speed-dating' model to support relationship-building between schools and settings

Target audience: School EYFS Leaders, Childminders, PVI Leaders, SENDCOs, HLTAs, Nursery Nurses

Cost: Free ELP Schools, £50 All other Ealing schools

Date to be confirmed 9.30-4.30pm TBC

EYFSP moderation training (non-statutory)

Non-statutory training to support teachers who have responsibility for completing the **EYFS profile** assessment for their children at the end of the reception year.

Target audience: School: EYFS Leaders, Reception Teachers, Year 1 Teachers

PVI: Practitioners with reception-aged children; PVI leaders with responsibility for leading internal moderation processes of their statutory 2-year-old progress checks.

Cost: Free - Ealing Early Years Quality Partnership **Premium** early years settings / ELP Schools. £65 - All other Ealing early years settings and schools

Book now: [5 February 2025 from 1-4pm at Ealing Education Centre](#)

EYFSP moderation cluster meetings (non-statutory)

This **non-statutory** EYFSP moderation cluster meeting provides the space and supports the logistical arrangements as:

“schools may wish to work together so that teachers can share experiences and develop their assessment skills” [Early years foundation stage profile: 2024 handbook \(publishing.service.gov.uk\)](#)

The cluster meetings will include:

- collaborative and informal moderation dialogue
- reflections and next steps

During the collaborative and informal moderation dialogue, teachers / practitioners will discuss observations about a sample of their own children’s development with other EYFS teachers, practitioners and / or year 1 teachers.

Target audience: School: EYFS Leaders, Reception Teachers, Year 1 Teachers

PVIs: Practitioners with reception-aged children; PVI leaders with responsibility for leading on the internal moderation processes of their statutory 2-year-old progress checks in their settings

Cost: Free - Ealing Early Years Quality Partnership **Premium** early years settings / ELP Schools . **£130** - All other Ealing early years settings and schools

Book now: [22 May 2025 from 1-4pm at Ealing Education Centre](#)

8. Specialist early years SEND advisory teachers

The Specialist Early Years SEND Advisory Teachers work in partnership with schools to:

- consider needs, practice and provision holistically
- promote quality first teaching and enabling inclusive environments
- apply the graduated approach to ensure all children can meaningfully participate.

The team can be contacted via: EYFSSEN@ealing.gov.uk

9. Meet Ealing early years quality partnership team

We will empower you to provide highly inspirational early years education and leadership, for the children and families you serve; and to help you support each child to become the very best they can be.

If you'd like to discuss the work of the **Ealing early years quality partnership** and any of the services we offer, please get in touch.



Samira John-Bailey Principal
EYFS adviser / quality lead
sjohnbailey@ealing.gov.uk

Areas of interest: High expectations, aspirations and outcomes for all children, families, staff and communities; race equity; leadership and management; quality of teaching and learning across all 7 areas of learning and development.



Begoña Toral Moratinos
Early years consultant
toralmoratinosB@ealing.gov.uk

Areas of interest: Neuroscience, inclusion, equity, multiculturalism. Passionate to promote early years leadership in early years settings and further education colleges in Ealing and beyond.



Natasha Henry Early years consultant
henryn@ealing.gov.uk

Areas of interest: Quality of teaching and learning in the early years, building meaningful relationships (with parents) to enable effective working partnerships with a focus on supporting fathers. High quality provision in home-based settings.

Gwendolyn Andrews



Early years consultant
AndrewsG@ealing.gov.uk

Areas of interest: Inspiring the early years workforce through building passionate and forward-thinking leadership to provide every child with the best possible start in life.



Lizzie Huggett (nee Ross)
Early years consultant
lross@ealing.gov.uk

Areas of interest: Developing inspirational leadership and management to consistently empower teams to review and build upon practice to improve outcomes for all children.



Sukhvir Kang
Early years training and development administrator
skang@ealing.gov.uk
020 8825 9761

Support role: Sukhvir can assist you with any queries that you may have relating to training and development; bookings on Ealing CPD Online or finding the training you need.



June Ryan Early years administrator
jryan@ealing.gov.uk
020 8825 5696

Support role: June can assist you with any queries about Ealing early years quality partnership, from funding to consultancy visits.

Useful websites and email addresses

Ealing CPD Online www.ealingcpd.org.uk

Ealing Grid for Learning: www.egfl.org.uk

Email earlyyears@ealing.gov.uk