

Mapping the Family Child Care 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 FCCERS 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

*Revised and updated from EYFS mapping April 2009
Sandra Mathers and Faye Linskey
Janice Woodcock and Clare Williams
Published January 2013 on www.ecersuk.org*

Areas of Learning and Development

Prime Areas	Main relevant items FCCERS-R	Some examples of relevant indicators in other items		
<p style="text-align: center;">Personal, social and emotional</p> <p>Making relationships</p> <p>Self- confidence and self awareness</p> <p>Managing feelings and behaviour</p>	<p>3 Provision for relaxation and comfort</p> <p>6 Space for privacy</p> <p>7 Greeting and departing</p> <p>20 Dramatic play</p> <p>24 Promoting acceptance of diversity</p> <p>27 Supervision of play and learning</p> <p>28 Provider-child interactions</p> <p>29 Discipline</p> <p>30 Interactions among children</p> <p>31 Schedule</p> <p>33 Group time</p>	<p>2 Furniture for routine, play & learning (e.g. 3.2, 5.3, 7.2)</p> <p>4 Arrangement of indoor space (e.g. 7.1, 7.2)</p> <p>5 Display for children (e.g. 5.4, 7.1, 7.2)</p> <p>8 Nap/rest (e.g. 5.1, 7.1)</p> <p>9 Meals/snacks (e.g. 7.1)</p> <p>10 Diapering/toileting (e.g. 7.3)</p> <p>11 Health practices (e.g. 7.1)</p> <p>18 Music/movement (e.g. 3.2, 5.3, 7.2)</p> <p>15 Using books (e.g. 5.4)</p> <p>32 Free play (e.g. 5.2, 5.3)</p> <p>36 Balancing personal and caregiving responsibilities (e.g. 5.3, 7.1)</p> <p>35 Provisions for parents (e.g. 3.2, 3.4, 5.3, 5.4)</p>		
<p style="text-align: center;">Communication and Language</p> <p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p>	<p>5 Display for children</p> <p>6 Space for privacy</p> <p>13 Helping children understand language</p> <p>14 Helping children use language</p> <p>15 Using books</p> <p>18 Music/movement</p> <p>20 Dramatic play</p> <p>28 Provider-child interactions</p> <p>30 Interactions among children</p> <p>32 Free play</p> <p>33 Group time</p>	<p>7 Greeting/departing (e.g. 3.1, 5.1, 5.3, 7.1)</p> <p>9 Meals/snacks (e.g. 5.2, 7.1)</p> <p>10 Diapering/toileting (e.g. 5.3)</p> <p>24 Promoting acceptance of diversity (e.g. 5.1, 5.2)</p> <p>25 Use of TV, video and/or computers (e.g. 5.1, 5.3)</p> <p>27 Supervision of play and learning (e.g. 7.2)</p> <p>29 Discipline (e.g. 7.2)</p> <p>35 Provisions for parents (e.g. 3.2, 3.4, 5.3, 5.4)</p>		
<p style="text-align: center;">Physical Development</p> <p>Moving and handling</p> <p>Health and self care</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>1 Indoor Space used for childcare</p> <p>2 Furniture for routine care, play and learning</p> <p>3 Provisions for relaxation and comfort</p> <p>4 Arrangement for indoor space for childcare</p> <p>8 Nap/rest</p> <p>9 Meals/snacks</p> <p>10 Diapering/toileting</p> <p>11 Health practices</p> <p>12 Safety practices</p> </td> <td style="width: 50%; border: none;"> <p>16 Fine motor</p> <p>17 Art</p> <p>18 Music/movement</p> <p>19 Blocks</p> <p>23 Sand and water play</p> <p>26 Active physical play</p> </td> </tr> </table>	<p>1 Indoor Space used for childcare</p> <p>2 Furniture for routine care, play and learning</p> <p>3 Provisions for relaxation and comfort</p> <p>4 Arrangement for indoor space for childcare</p> <p>8 Nap/rest</p> <p>9 Meals/snacks</p> <p>10 Diapering/toileting</p> <p>11 Health practices</p> <p>12 Safety practices</p>	<p>16 Fine motor</p> <p>17 Art</p> <p>18 Music/movement</p> <p>19 Blocks</p> <p>23 Sand and water play</p> <p>26 Active physical play</p>	<p>20 Dramatic play (e.g. 5.4, 7.2)</p> <p>23 Use of TV, video and/or computers (e.g. 7.1)</p> <p>29 Schedule (e.g. 3.3, 3.4, 5.1, 7.1)</p>
<p>1 Indoor Space used for childcare</p> <p>2 Furniture for routine care, play and learning</p> <p>3 Provisions for relaxation and comfort</p> <p>4 Arrangement for indoor space for childcare</p> <p>8 Nap/rest</p> <p>9 Meals/snacks</p> <p>10 Diapering/toileting</p> <p>11 Health practices</p> <p>12 Safety practices</p>	<p>16 Fine motor</p> <p>17 Art</p> <p>18 Music/movement</p> <p>19 Blocks</p> <p>23 Sand and water play</p> <p>26 Active physical play</p>			

Specific Areas	Main relevant items FCCERS-R	Some examples of relevant indicators in other items
<p>Literacy</p> <p>Reading</p> <p>Writing</p>	13 Helping children understand language 14 Helping children use language 15 Using books 16 Fine motor 17 Art 18 Music and movement 26 Active physical play	5 Display for children (e.g. 3.2, 5.4) 23 Use of TV, video and/or computers (e.g. 5.1, 5.3, 7.1) 24 Promoting acceptance of diversity (e.g. 3.1, 5.1)
<p>Mathematics</p> <p>Numbers</p> <p>Shape, space and measures</p>	13 Helping children understand language 14 Helping children use language 16 Fine motor 18 Music/movement 19 Blocks 21 Math/number 23 Sand and water play 26 Active physical play	7 Meals/snacks (e.g. 7.1) 15 Using books (e.g. 5.1) 24 Use of TV, video and/or computers 29 Schedule (e.g. 3.1, 5.1)
<p>Understanding the World</p> <p>People and communities</p> <p>The World</p> <p>Technology</p>	13 Helping children understand language 14 Helping children use language 16 Fine motor 20 Dramatic Play 22 Nature/science 24 Promoting acceptance of diversity 25 Use of TV, video and/or computers 26 Active physical play 28 Provider-child interaction 30 Interactions amongst children 32 Free play	5 Display for children (e.g. 7.1, 7.2) 15 Using books (e.g. 5.2) 23 Sand and water play (e.g. 5.2, 7.2) 18 Music and movement (e.g. 7.1)
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	13 Helping children understand language 14 Helping children use language 17 Art 18 Music and movement 19 Blocks 20 Dramatic play 26 Active physical play	5 Display for children (e.g. 5.2, 5.3, 7.2) 15 Using books (e.g. 5.2) 23 Use of TV, video and/or computers (e.g. 7.1)

Characteristics of Effective Learning

	Main relevant items
<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: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>See definitions in FCCERS (pages 9 and 10)</p> <p><i>Accessible</i> <i>Appropriate</i> <i>Much of the day</i> <i>Some and many</i></p> <p>Consider the intention of the item and some specific indicators</p> </div> <p>Space and Furnishings subscale</p> <p>1 Indoor Space 2 Furniture for routine care , play and learning 4 Arrangement of indoor space for child care 5 Display for children 6. Space for privacy</p> <p>Listening and Talking subscale</p> <p>13 Helping children understand language 14 Helping children use language 15 Using books</p> <p>Activities subscale</p> <p>16 Fine motor 17 Art 18 Music and movement 19 Blocks 20 Dramatic play 21 Math/number 22 Nature/science 23 Sand and water play 24 promoting acceptance of diversity 25 Use of TV, video and/or computers 26 Active physical play</p> <p>Interaction subscale</p> <p>27 Supervision of play and learning 28 Provider-child interaction 29 Discipline 30 Interactions among children</p> <p>Program Structure subscale</p> <p>31 Schedule 32 Free play 33 Group time 34 Provisions for children with disabilities</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>Interaction subscale</p> <p>27 Supervision of play and learning 28 Provider-child interaction 29 Discipline 30 Interactions among children</p> <p>Program Structure subscale</p> <p>31 Schedule 32 Free play 33 Group time 34 Provisions for children with disabilities</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>	<p>Interaction subscale</p> <p>27 Supervision of play and learning 28 Provider-child interaction 29 Discipline 30 Interactions among children</p> <p>Program Structure subscale</p> <p>31 Schedule 32 Free play 33 Group time 34 Provisions for children with disabilities</p>

Assessment Safeguarding and Welfare Requirements

EYFS	Examples of relevant items/indicators	EYFS	Examples of relevant items/indicators
Assessment	7 Greeting/departing (7.2) 34 Provisions for children with disabilities (3.3, 5.3, 7.3) 35 Provisions for parents (3.2, 5.3)	Safety and suitability of premises, environment and equipment Safety Smoking Premises Risk assessment Outings	1 Indoor Space 2 Furniture for routine care, play and learning 3 Provision for relaxation and comfort 4 Arrangement of indoor space for child care 11 Health Practices 12 Safety practices 38 Provisions for professional needs
Staff qualification, training, support and skills Supervision Appraisal	37 Opportunities for professional growth		
Key person Staff: child ratios Childminders	12 Safety practices (3.2) 27 Supervision of play and learning	Equal opportunities	1 Indoor Space (5.1, 5.3) 2 Furniture for routine care, play and learning (5.3) 4 Arrangement of indoor space for child care (3.4) 9 Meals/snacks (3.5) 13 Helping children understand language (5.3) 15 Using books (5.2) 18 Music and movement (7.1) 20 Dramatic Play (7.1) 24 Promoting acceptance of diversity (25 Use of TV, video and/or computer 26 Active Physical Play (3.3, 5.2) 30 Interaction among children (5.2) 34 Provisions for children with disabilities 35 Provisions for parents (7.2)
Information and Records Information about the child Information for parents and carers	7 Greeting and departing (3.4, 5.4, 7.2) 9 Meals and snacks (3.5, 7.2) 34 Provisions for children with disabilities 35 Provisions for parents (3.2, 5.3, 7.2)		
Health Medicines	7 Greeting/departing (3.4, 5.4, 7.2) 11 Health practices 12 Safety practices (3.3) 35 Provisions for parents (5.3)		
Food and Drink	7 Greeting/departing (3.4, 5.4, 7.2) 9 Meals and snacks		
Managing Behaviour	27 Supervision of play and learning (5.3, 7.1) 28 Provider-child interaction (5.1, 7.1, 7.2) 29 Discipline 30 Interaction among children	Accident or injury	12 Safety practices