



Mapping the Early Childhood Environment Rating Scale (ECERS-3) to the Early Years Foundation Stage (EYFS) 2014

This is a tool designed to show how ECERS-3 can support early years practitioners to improve the quality of their practice within each area of the EYFS.

It is by no means a definitive mapping, but you might find it useful to identify which items of the ECERS-3 could:

- help you to support children's development in each of the prime and specific areas, support the characteristics of effective learning, and meet requirements for assessments, safety and welfare;
- provide evidence in relation to your work, reflection and improvement in each of these areas.

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Janice Woodcock, Clare Williams, Sandra Mathers and A+ Education Team
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EYFS		Space and furnishings	Personal care routines	Language and literacy	Learning activities	Interaction	Programme Structure
<i>Consider ECERS-3 definitions in relation to this: 1: Accessible 2: Engaged 4: Individualised teaching 5: A play area/interest centre 8: Teaching</i>							
Characteristics of effective teaching and learning	Playing and exploring <i>Engagement</i> Finding out and exploring Playing with what they know Being willing to 'have a go'	Item 1 Indoor space (5.1) Item 2 Furnishings for care, play and learning (5.1) Item 3 Room arrangement for play (all) Item 6 Space for gross motor play (7.3) Item 7 Gross motor equipment (all)		Item 12 Helping children expand vocabulary (all) Item 13 Encouraging children to use language (all) Item 14 Staff use of books with children (7.1,7.4) Item 15 Encouraging children's use of books (7.1,7.2)	Consider themes of variety, appropriateness, accessibility and the role of the adult across items in this subscale. Item 17 Fine motor Item 18 Art Item 19 Music and movement Item 20 Blocks Item 21 Dramatic play Item 22 Nature/science Item 23 Maths materials and activities Item 24 Maths in daily events Item 25 Understanding written numbers	Item 28 Supervision of gross motor (5.3,7.2) Item 29 Individualised teaching and learning Item 30 Staff-child interaction (5.1,7.3) Item 31 Peer interaction (5.1)	Item 34 Free play (all) Item 35 Whole group activities for play and learning (3.3, 5.1,5.3,7.1)
	Active Learning <i>Motivation</i> Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do	Item 3 Room arrangement for play (all) Item 4 Space for privacy (all) Item 5 Display (5.2) Item 7 Gross motor equipment (all)		Item 12 Helping children expand vocabulary (all) Item 13 Encouraging children to use language (all) Item 14 Staff use of books with children (7.1,7.4) Item 15 Encouraging children's use of books (7.1,7.2)		Item 29 Individualised teaching and learning (5.1, 5.3,7.1,7.3) Item 30 Staff-child interaction (5.1,7.1,7.2) Item 31 Peer interaction (5.1, 7.3)	Item 34 Free play (all) Item 35 Whole group activities for play and learning (3.3, 5.1,5.3,7.1)
	Creating and Thinking Critically <i>Thinking</i> Having their own ideas Making links Choosing ways to do things	Item 3 Room arrangement for play (all) Item 7 Gross motor equipment (all)	Item 8 Meals/snacks (5.1)	Item 12 Helping children expand vocabulary (all) Item 13 Encouraging children to use language (all) Item 14 Staff use of books with children (7.1,7.4) Item 15 Encouraging children's use of books (7.1,7.2) Item 16 Becoming familiar with print (7.4)		Item 26 Promoting acceptance of diversity (7.2) Item 27 Appropriate use of technology (5.1, 5.4, 7.1, 7.2)	Item 29 Individualised teaching and learning (5.1,7.1) Item 30 Staff-child interaction (5.1,7.1,7.2,7.3) Item 31 Peer interaction (5.1) Item 32 Discipline (7.3)

Prime Areas		Space and furnishings	Personal care routines	Language and literacy	Learning activities	Interaction	Programme Structure
Personal, social and emotional	<p>Making relationships</p> <p>Self- confidence and self-awareness</p> <p>Managing feelings and behaviour</p>	<p>Item 1 Indoor space (all exc. 7.3)</p> <p>Item 2 Furnishing for care, play and learning (all exc. 3.2,5.2, 5.3, 7.3)</p> <p>Item 3 Room arrangement for play and learning (5.2, 5.4)</p> <p>Item 4 Space for privacy (all)</p> <p>Item 5 Child- related display (3.1,3.2,3.3, 5.2, 5.3,7.1)</p> <p>Item 6 Space for gross motor play (3.1, 5.2, 7.3)</p> <p>Item 7 Gross motor equipment (5.4)</p>	<p>Item 8 Meals and snacks (3.1,5.1,5.4, 5.5,7.2,7.3)</p> <p>Item 9 Toileting (3.1, 5.1, 5.3, 7.3)</p> <p>Item 11 Safety practices (7.3)</p>	<p>Item 12 Helping children expand vocabulary (relating to the language of PSED)</p> <p>Item 13 Encouraging children to use language (relating to the language of PSED)</p>	<p>Item 17 Fine motor (3.2)</p> <p>Item 18 Art (3.2, 5.2)</p> <p>Item 21 Dramatic play (3.1, 7.1)</p> <p>Item 26 Promoting acceptance of diversity (3.3, 7.1, 7.2)</p>	<p>Item 28 Supervision of gross motor (5.2)</p> <p>Item 30 Staff-child interaction (3.1, 33, 5.1, 5.2, 5.3, 7.1, 7.2, 7.3)</p> <p>Item 31 Peer interaction (all)</p> <p>Item 32 Discipline (all)</p>	<p>Item 33 Transitions and waiting times (7.1)</p> <p>Item 34 Free play (3.3, 3.4, 5.3)</p> <p>Item 35 Whole-group activities for play and learning (3.4, 5.2)</p>
Communication and Language	<p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Item 1 Indoor space (5.1)</p> <p>Item 3 Room arrangement for play and learning (5.2, 7.1, 7.3)</p> <p>Item 4 Space for privacy (5.1, 7.1)</p> <p>Item 5 Child- related display (3.3, 5.1, 5.4, 7.1, 7.2, 7.3)</p>	<p>Item 8 Meals and snacks (5.4, 5.5, 7.2, 7.3)</p> <p>Item 9 Toileting + diapering (5.3, 7.3)</p> <p>Item 10 Health practices (5.1,7.2, 7.3)</p>	<p>Item 12 Helping children expand vocabulary all</p> <p>Item 13 Encouraging children to use language all</p> <p>Item 14 Staff use of books with children (all)</p> <p>Item 15 Encouraging children’s use of books (all)</p>	<p>Item 17 Fine motor (3.2, 5.3, 7.1, 7.3)</p> <p>Item 18 Art (3.3, 5.3, 7.1, 7.3)</p> <p>Item 19 Music and movement (3.3, 3.4, 5.2,5.4, 7.2, 7.3)</p> <p>Item 20 Blocks (3.4, 5.5, 7.2, 7.3)</p> <p>Item 21 Dramatic play (3.2, 3.3, 5.3, 7.2)</p> <p>Item 22 Nature/science (3.2, 5.2, 5.3, 7.1, 7.2)</p> <p>Item 23 Maths materials and activities (3.2, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3)</p> <p>Item 24 Maths in daily events (3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.2, 7.3)</p> <p>Item 25 Understanding written number (3.3, 3.4, 5.3, 7.3, 7.4)</p> <p>Item 26 Promoting acceptance of diversity (7.1,7.2)</p> <p>Item 27 Appropriate use of technology (5.4,7.2)</p>	<p>Item 28 Supervision of gross motor (3.1, 3.2, 3.3, 5.2, 5.3, 7.2)</p> <p>Item 29 Individualised teaching and learning (all)</p> <p>Item 30 Staff-child interaction (all)</p> <p>Item 31 Peer interaction (all)</p> <p>Item 32 Discipline (5.2, 5.4, 7.1, 7.2, 7.3)</p>	<p>Item 34 Free play (5.2, 7.2)</p> <p>Item 35 Whole-group activities for play and learning (all)</p>

		Space and furnishings	Personal care routines	Language and literacy	Learning activities	Interaction	Programme Structure
Physical Development	Moving and handling	Item 1 Indoor space (5.1)	Item 8 Meals and snacks (all)	Item 13 Encouraging children to use language (5.2, 7.2)	Item 17 Fine motor (all)	Item 28 Supervision of gross motor (all)	Item 34 Free play (5.1)
	Health and self-care	Item 2 Furnishing for care, play and learning (3.3, 3.4, 5.1, 5.4, 7.1) Item 3 Room arrangement for play and learning (3.1, 3.4, 5.2, 5.4, 7.3) Item 6 Space for gross motor play (all) Item 7 Gross motor activities (all)	Item 11 Safety practices (all)		Item 18 Art (3.1, 5.1, 7.1) Item 19 Music and movement (3.1, 5.2, 5.3, 5.4) Item 20 Blocks (3.2, 5.1, 7.1) Item 21 Dramatic play (3.1, 5.1) Item 22 Nature/science (3.2) Item 27 Appropriate use of technology (7.1)		
	Specific Areas	Space and furnishings	Personal care routines	Language and literacy	Learning activities	Interaction	Programme Structure
Literacy	Reading	Item 5 Child-related display (3.3, 7.3)	Item 10 Health practices (7.3)	Item 12 Helping children expand vocabulary (3.3, 5.3) Item 14 Staff use of books with children (all) Item 15 Encouraging children's use of books (all) Item 16 (all)	Item 17 Fine motor (7.3) Item 18 Art (7.3) Item 19 Music and movement (3.3, 5.2, 7.2, 7.3) Item 20 Blocks (7.2) Item 21 Dramatic play (7.2) Item 22 Nature/science(3.1, 5.1, 5.2 re use of factual books) Item 26 Promoting acceptance of diversity (3.1, 5.1, 7.1) Item 27 Appropriate use of technology (5.1, 7.2)		Item 35 Whole-group activities for play and learning (3.2, 5.1, 7.1, 7.2)
	Writing						

Specific Areas		Space and furnishings	Personal care routines	Language and literacy	Learning activities	Interaction	Programme Structure
Mathematics	Numbers		Item 8 Meals and snacks (5.4)	Item 15 Encouraging children's use of books (7.1)	Item 17 Fine motor (5.3, 7.3) Item 20 Blocks (3.3, 3.4, 5.2, 5.5, 7.2, 7.3) Item 21 Dramatic play (7.2) Item 22 Nature/science (3.2, 7.1) Item 23 Maths materials and activities (all) Item 24 Maths in daily events (all) Item 25 Understanding written numbers (all) Item 27 Appropriate use of technology (5.1, 7.2)	Item 29 (3.3, 5.2, 7.2)	Item 34 (5.4)
	Shape, space and measures						
Understanding the World	People and communities	Item 5 Child-related display (3.1, 3.3, 5.2)		Item 12 Helping children expand vocabulary (3.1,3.2,5.2, 5.3, 5.4, 7.1, 7.2, 7.3) Item 13 Encouraging children to use language (3.4, 7.3) Item 15 Encouraging children's use of books (7.1)	Item 17 Fine motor (3.1, 7.1, 7.3) Item 21 Dramatic play (5.3,7.1) Item 22 Nature/science (all) Item 26 Promoting acceptance of diversity (all) Item 27 Appropriate use of technology (all)	Item 30 Staff-child interaction (7.1)	Item 34 Free play (7.1, 7.2)
	The World						
	Technology						
Expressive Arts and Design	Exploring and using media and materials	Item 5 Child-related display (3.2, 5.3)		Item 12 Helping children expand vocabulary (all) Item 14 Staff use of books with children (all)	Item 17 Fine motor (3.1, 7.1, 7.1) Item 18 Art (all) Item 19 Music and movement (all) Item 20 Blocks (3.4, 5.5, 7.2) Item 21 Dramatic play (all) Item 27 Appropriate use of technology (7.1)	Item 29 (3.2, 5.1, 5.2)	Item 3.4 (7.2)
	Being imaginative						

EYFS	Space and furnishings	Personal care routines	Language and literacy	Learning activities	Interaction	Programme Structure
Assessment			<i>Consider the role of the adult and use of interactions in these items in relation to this</i>	<i>Consider the role of the adult and use of interactions in these items in relation to this</i>	Item 29 Individualised teaching and learning Item 30 Staff-child-interaction	Item 34 Free play Item 35 Whole-group activities for play and learning <i>Consider opportunities through the day for assessment</i>
<i>Consider definitions of terms ECERS-3 pages 10-12 in relation to this: Engaged, Individualised teaching, Teaching</i>						
Child protection		<i>Consider:</i> Item 9 Toileting/diapering Item 10 Health practices Item 11 Safety practices			<i>Consider:</i> Item 30 Staff-child-interaction	
Staff qualification, training, support and skills Supervision Appraisal	<i>Consider use of the ERS as a tool to support professional development.</i> <i>ECERS-R and ITERS-R also have items related specifically to this in the Parent and staff subscale</i>					
Key person Staff: child ratios <i>ITERS Item 37</i> <i>Staff Continuity</i>					Item 29 Individualised teaching and learning Item 30 Staff-child-interaction	
Health Medicines Food and Drink		Item 8 Meals/snacks Item 9 Toileting + diapering Item 10 Health practices				

Assessment and the safeguarding and welfare requirements

Managing behaviour	Item 3 Room arrangement for play and learning (3.3,5.3)				Item 30 Staff-child-interaction Item 31 Peer interaction Item 32 Discipline	Item 33 Transitions and waiting times
Safety and suitability of premises, environment and equipment Safety Smoking Premises Risk assessment Outings	Item 1 Indoor space Item 2 Furnishings for care, play and learning Item 3 Room arrangement for play and learning Item 6 Space for gross motor play Item 7 Gross motor equipment	Item 10 Health practices Item 11 Safety practices				
Special Education Needs Equal opportunities	Item 1 Indoor space (7.3) Item 2 Furnishings for care, play and learning (3.3) Item 3 Room arrangement for play and learning (3.4, 5.4) Item 7 Gross motor equipment (5.4)	Item 8 Meals and snacks (3.1, 3.2) Item 9 Toileting/diapering (3.1)		Item 12 Helping children expand vocabulary (5.4) Item 13 Encouraging children to use language (3.4) Item 14 Staff use of books with children (5.2)	Item 21 (7.1) Item 26 Promoting acceptance of diversity Item 27 Appropriate use of technology (1.2,3.2,5.2) Item 29 Individualised teaching and learning	
Information and Records Information about the child Information for parents and carers		Item 8 Meals and snacks (3.2)				