

# Childminder Update - Autumn 2

## A Spotlight on - The Early Years Foundation Stage Profile (EYFSP) and Good Level of Development (GLD): Your Key Role as a Childminder



You might be thinking, "The Early Years Foundation Stage Profile (EYFSP) is a school job, so why should I read this?"

It is true that the EYFSP is formally completed by Reception Class teachers at the end of the school year when children turn five.

However, those results are a powerful summary of how effectively early years education has prepared children for school. The data reveals key areas where children nationally need more support—and that's where your role becomes vital!

We've had many requests for clarity on the EYFSP and the Good Level of Development (GLD). Please read on to discover what the results tell us about the skills children need most and how your foundational work directly contributes to national educational goals.

## What is the EYFSP?

The Early Years Foundation Stage Profile (EYFSP) is an important assessment tool used at the end of the Reception year (the school year in which a child turns five) in England.

- It provides a summary of each child's development and learning achievements across the seven areas of learning set out in the Early Years Foundation Stage (EYFS) framework.
- The assessment is based on observational evidence gathered by practitioners (including childminders in the child's earlier years) throughout the child's time in the EYFS.

## The EYFSP aims to:

1. Inform parents/carers about their child's development.
2. Provide the Year 1 teacher with a summary of the child's learning needs and capabilities.
3. Help ensure a smooth transition to Key Stage 1.

## What is a Good Level of Development (GLD)?

A child is considered to have achieved a Good Level of Development (GLD) if they have reached the expected level in the Early Learning Goals (ELGs) in the following five key areas:

1. Communication and Language
2. Personal, Social and Emotional Development (PSED)
3. Physical Development
4. Literacy
5. Mathematics

Achieving the GLD is the benchmark for measuring a child's school readiness, as these five areas form the most critical foundations for later learning success.



## **Your Vital Role in the DfE's 'Best Start in Life' Agenda**

Your work as a childminder is central to the Government's national strategy for improving outcomes for young children, known as the 'Best Start in Life' agenda.

### **The National Target**

The Department for Education (DfE) has set an ambitious target to ensure a record proportion of children are ready for school.

The milestone for this Parliament is for **75%** of five-year-olds in England to achieve a Good Level of Development (GLD) by the end of the academic year 2028.

**Your work in the early years is essential to reach this goal and close the attainment gap between children from different backgrounds.**

### **Targeting National Priorities: The Data**

National data is a crucial tool for childminders, settings, schools and Local Authorities. The EYFSP National Results (2024/25) pinpoints the developmental areas where children nationwide face the greatest challenges. By studying this data, you can proactively identify and address these skill gaps, ensuring your early years efforts are focused exactly where they are needed most. You can view the latest national data here: [EYFSP National Results \(2024/25\)](#).

### **The Weakest Areas of Learning**

The 2024/25 EYFSP results show a continued national challenge in the area of Literacy, specifically the Writing Early Learning Goal (ELG), which consistently has the lowest percentage of children achieving the expected level.

### **How Childminders Can Help Target These Areas (Linking to DfE Guidance)**

The educational programmes in the EYFS Statutory Framework stresses that Writing is built on a strong foundation of physical and oral skills. **Your setting is vital for building these pre-skills.**

Area	Foundational Skills to Focus On	Suggested Childminding Strategy (Evidence-Informed Practice)	EEF Evidence Store Link
Writing (ELG)	Core Strength & Posture	Alternative Seating & Play: Encourage activities where children are on their tummies (prone position) for short periods, such as drawing on large paper on the floor, or playing with toys while lying on their front. This naturally builds core and back muscles necessary for sitting upright and controlling the arm and hand during writing.	Physical Development: Core Strength and Co-ordination
	Pre-Writing Shapes	Repetitive Mark Making: Use various mediums (large chalk, paint on an easel) to practise the vertical, horizontal, and curved lines that form letters. The EEF highlights repetition and modelling of mark-making for purpose.	Physical Development: Teaching the Skills Needed for Mark-Making and Letter Formation
	Pencil Grip & Control	Fine Motor Mastery: Provide frequent opportunities for precise manipulation using the pincer grip (tweezers, pegs, small blocks). Activities like cooking, threading, and using scissors are highly effective as they are meaningful and real experiences.	Physical Development: Fine Motor Skills
Literacy (Overall Area)	Oral Language & Comprehension (A vital foundation for Literacy).	Intentional Talk: Use Interactive Reading (asking open questions, prompting recall, and extending vocabulary) during shared book time. The EEF estimates that Communication and Language approaches can provide seven months of additional progress.	Communication and Language: Interactive Reading & Teaching and Modelling Vocabulary