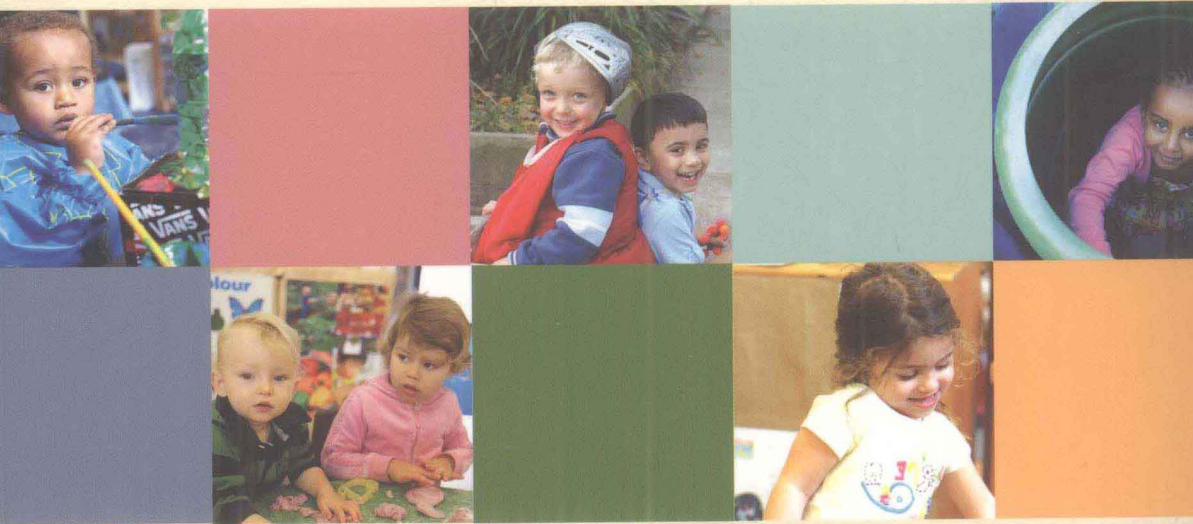


5th EDITION

CONTEMPORARY ISSUES IN THE EARLY YEARS



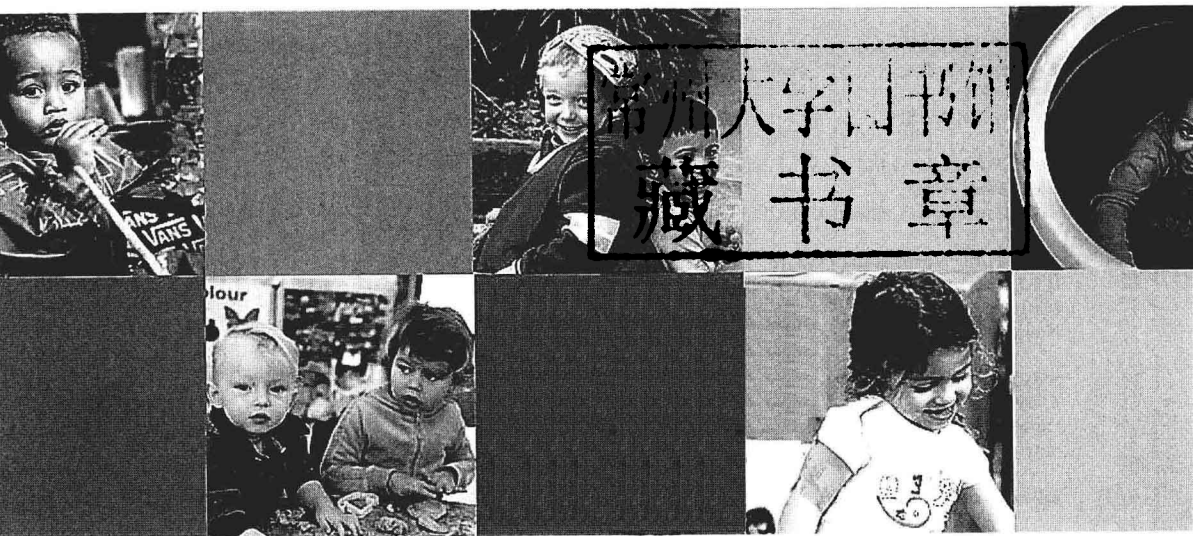
edited by

**GILLIAN PUGH
BERNADETTE DUFFY**



FIFTH EDITION

CONTEMPORARY ISSUES IN THE EARLY YEARS



edited by
GILLIAN PUGH AND
BERNADETTE DUFFY

 **SAGE**

Los Angeles | London | New Delhi
Singapore | Washington DC

Compilation and editorial
material © Gillian Pugh and Bernadette
Duffy 2010
Introduction © Bernadette Duffy 2010
Chapter 1 © Gillian Pugh 2010
Chapter 2 © David Hawker 2010
Chapter 3 © Tricia David, Sacha Powell and
Kathy Goouch 2010
Chapter 4 © Kathy Sylva and
Fiona Roberts 2010
Chapter 5 © Caroline Jones 2010
Chapter 6 © Penny Lancaster 2010

Chapter 7 © Bernadette Duffy 2010
Chapter 8 © Cathy Nutbrown
and Caron Carter 2010
Chapter 9 © Caron Rudge 2010
Chapter 10 © Kate Billingham and
Jacqueline Barnes 2010
Chapter 11 © Iram Siraj-Blatchford 2010
Chapter 12 © Mary Robinson 2010
Chapter 13 © Lucy Draper and
Helen Wheeler 2010
Chapter 14 © Sue Owen and Gill Haynes 2010
Chapter 15 © Carol Aubrey 2010

First edition published 1992
Second edition published 1996
Third edition published 2001
Fourth edition published 2006
Fifth edition published 2010

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act, 1988, this publication may be reproduced, stored or transmitted, in any form or by any means, only with the prior permission in writing of the publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Inquiries concerning reproduction outside those terms should be sent to the publishers.

SAGE Publications Ltd
1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
33 Pekin Street #02-01
Far East Square
Singapore 048763

Library of Congress Control Number: 2009923277

A catalogue record for this book is available from the British Library

ISBN 978-1-84787-592-1
ISBN 978-1-84787-593-8 (pbk)

Typeset by C&M Digital Pvt Ltd, Chennai, India
Printed in Great Britain by CPI Antony Rowe, Chippenham, Wiltshire
Printed on paper from sustainable resources



BIOGRAPHICAL DETAILS OF CONTRIBUTORS

Carol Aubrey is Professor of Early Childhood and Director of Research at the Institute of Education, University of Warwick. She trained as a primary school teacher and educational psychologist and spent a number of years in primary teacher education, with a particular focus on the early years, first at University College Cardiff and then at the University of Durham. Her research interests lie in the policy-to-practice context of early childhood education and care, including multi-agency working, leadership, early learning and development, with an interest in mathematics development and inclusion/special educational needs. She is editor for the *Journal of Early Childhood Research*.

Jacqueline Barnes is Professor of Psychology at the Institute for the Study of Children, Families and Social Issues, Birkbeck, University of London. She has been conducting research pertaining to early years services for 25 years. Most recently she was a co-director of the National Evaluation of Sure Start, director of the 'Right from the Start' evaluation of Home-Start offered in pregnancy and director of the formative evaluation of implementing the Family-Nurse Partnership programme in England.

Kate Billingham is the Project Director for the Family-Nurse Partnership Programme and the Child Health Promotion Programme in the Department of Health. She is a trained paediatric nurse and health visitor. She has held a number of posts in public health and was the Deputy Chief Nursing Officer at the Department of Health prior to becoming the Project Director for the Family-Nurse Partnership programme. She is a visiting Professor at Kings College London and Fellow of the Queens Nursing Institute and the Faculty of Public Health.

VIII BIOGRAPHICAL DETAILS OF CONTRIBUTORS

Caron Carter is a Senior Lecturer in Early Childhood at Sheffield Hallam University. Prior to her current post, she was an early years teacher and then a deputy headteacher in a nursery and infant school. She is currently studying for a PhD focusing on children's friendships. Her other interests include children's participation and children's literacy.

Tricia David is Emeritus Professor of Education at Canterbury Christ Church University and Honorary Emeritus Professor of Early Childhood Education at the University of Sheffield. She has been involved in the field of Early Childhood Education and research for almost 40 years and considers herself blessed to have worked with international colleagues for much of that time, including participation as rapporteur for the Netherlands in the Organization for Economic Cooperation (OECD) study of Early Childhood Education and Care in 20 countries.

Lucy Draper originally qualified as a teacher and has since worked in a variety of early years settings, as an early years training officer and as a counsellor and group worker with parents. Until recently, she was the Head of Coram Parents Centre, which offers a wide range of parent support and education to families from the King's Cross area of London. She is also involved in the training and supervision of practitioners who work with parents.

Bernadette Duffy originally trained as a teacher and has worked in a wide range of settings over the past 30 years. She is Head of the Thomas Coram Children's Centre in Camden which offers fully integrated care and education for young children in partnership with their parents and local community. Bernadette contributed to the development of the Early Years Foundation Stage framework and is the author of *Supporting Creativity and Imagination in the Early Years* published by the Open University Press. She is National Chair of the British Association for Early Childhood Education and a member of the Department for Children, Schools and Families (DCSF) National Council for Educational Excellence. She was made an OBE in 2005.

Kathy Goouch is Senior Lecturer at Canterbury Christ Church University. She enjoys teaching, researching and writing about babies, young children and their carers and teachers. Her research work particularly focuses on adult-child interactions in play and her doctoral thesis explores teachers' narratives in and about play.

David Hawker has been Director General for Children, Education, Lifelong Learning and Skills for the Welsh Assembly Government since August 2008. Prior to that he was Deputy Chief Executive for Westminster City Council, and previously spent eight years (1999–2007) in Brighton and Hove, first as Director of Education and then as Director of Children's Services. In Brighton and Hove he led the establishment of one of the country's first fully integrated Children's Trusts, and was for a number of years at the forefront of Children's Services reforms in England. He served for two years as national chair of the Association

of Directors of Education and Children's Services, before its absorption into the Association of Directors of Children's Services in 2007. He worked originally as a modern languages teacher and his career has covered a number of local authority and central government roles, as well as two examination boards. Internationally he has worked with the British Council and the World Bank on a number of educational reform programmes in Russia, and currently sits on the General Education Board of the Open Society Institute, which sponsors education development programmes around the world. In 2007 he was elected a professor of the College of Teachers.

Gill Haynes is a consultant in children's services and strategic management. She was the Chief Executive of the National Childminding Association (1993–2005), working closely with government to help deliver high quality, accessible and affordable childcare and early education. Her background includes over 20 years' experience in local government, both as an officer and a councillor, and she is formerly Vice Chair of the Children's Workforce Development Council for England.

Dr Caroline Jones began her career as a teacher of young children and has since worked in a range of roles with children, parents and professionals. She has been a tutor for over 15 years at the Institute of Education, University of Warwick, where she led the development of the Early Years Foundation Degree. She has contributed to a range of Open University programmes and written chapters on a range of issues including multi-agency working and workforce development. She is author of *Supporting Inclusion in the Early Years*, published by the Open University Press, and co-author with L. Pound of *Leadership and Management in the Early Years: From Principles to Practice*, published by McGraw-Hill. Caroline, a former officer for Standards in Education (Ofsted) registered nursery inspector, is Director of a group of early years and childcare settings based on school sites in the Midlands which she established in 1989. She is currently working as an independent educational consultant across the UK and abroad.

Y. Penny Lancaster is an independent 'young children's participation' advisor and trainer. She was formerly the Director of the successful Coram Family's Listening to Young Children project, which won the Best Education, and Training Project in the 2005 Charity Awards. For the past five years, Penny has delivered a range of Listening to Young Children training courses across the UK to more than 6,000 early years practitioners. She is continuing to deliver this training, but is also now providing an advisory and mentoring service to local authorities in young children's participation. She is also undertaking a new piece of research in young children's participation focusing on 5 to 7 year olds' perspectives of engaging in decision-making in the classroom. Penny is a qualified primary school teacher (New Zealand) and is currently working towards completing her PhD.

Cathy Nutbrown is Professor of Education and Director for Research at the School of Education, University of Sheffield. Her interests are in arts-based learning, inclusive practices, children's rights and the histories of early childhood education. She is author of some 50 publications including *Working with Babies and Children: From Birth to Three* (Sage, 2008); *Early Childhood Education: History, Philosophy and Experience* (Sage, 2008); *Inclusion in the Early Years* (Sage, 2006); and *Threads of Thinking: Young Children Learning and the Role of Education* (Sage, 2006).

Sue Owen is currently Director of the Well-being Department at the National Children's Bureau and was previously Director of the Early Childhood Unit there. In the past she has held a number of posts in the early childhood field including Early Years lead officer for Humberside County Council, Information Officer for the National Childminding Association, Playgroup Adviser for Manchester City Council, and Deputy Director of the Early Years National Training Organisation. Sue's latest book is *Authentic Relationships in Group Care for Infants and Toddlers – RIE Principles into Practice* (co-edited with Stephanie Petrie). Her doctoral dissertation was on the development of professionalism in childminding.

Sacha Powell is a Principal Research Fellow in Education at Canterbury Christ Church University. She works on a wide range of research, evaluation and development projects, several of which have involved collaborations with colleagues in China.

Dame Gillian Pugh retired in 2005 as Chief Executive of the leading children's charity, Coram. She worked previously at the National Children's Bureau where she established and directed the Early Childhood Unit. Gillian has advised governments in the UK and overseas on policy for children and families over the past 30 years and has published widely. She is currently chair of the National Children's Bureau, chair of the Advisory Committee for the Cambridge Primary Review, an adviser to the House of Commons Select Committee for Children's Schools and Families, a visiting professor at the Institute of Education, on the Board of the Training and Development Agency for Schools, a member of the Children's Workforce Development Council and President of the National Childminding Association.

Fiona Roberts studied psychology and works as a senior research assistant at the Department of Education, University of Oxford. She is a member of the Families, Early Learning and Literacy research group. Fiona is involved in various early years research projects, including an evaluation of a parenting programme, SPOKES, which aims to help parents support their children's literacy at home. She leads the literacy assessments in the SPOKES reading project.

Mary Robinson is a senior educational psychologist in the London Borough of Redbridge and is also Assistant Programme Director on the Doctorate in Educational and Child Psychology programme at the University of East London. Prior to her current post, she led the early years team within the educational psychology service in the London Borough of Newham, where she gained experience of the key issues involved in including young children within mainstream education. Mary has a keen interest in fostering collaborative and dynamic assessment of pre-school children with additional needs.

Caron Rudge has been head of Golden Lane Children's Centre (previously known as Fortune Park Children's Centre) for 13 years, prior to which she headed three early years settings in Islington and Haringey. Fortune Park has been repeatedly used as a source of reference in developing effective learning environments for children up to 3 years of age as well as its extensive work on consulting with and listening to young children and families. Caron is a mother of three children who lives in north London.

Iram Siraj-Blatchford is Professor of Early Childhood Education at the Institute of Education, University of London. Her recent research projects have included: Evaluation of the Foundation Phase across Wales, and she is principal investigator of the major DCSF 16-year study on Effective Pre-school, Primary and Secondary Education (EPPSE 3–16) project (1997–2013) and of the Effective Pedagogy in the Early Years project. She is working on longitudinal studies as a principal investigator in a number of countries, including Australia and Ireland. She has always been particularly interested in undertaking research which aims to combat disadvantage and to give children and families from these backgrounds a head start. She is a specialist early years adviser to governments and ministers in the UK, where she is conducting reviews of research on child outcomes for the Centre for Effectiveness and Outcomes and advises governments overseas. Iram is the President of the British Association for Early Childhood Education and visiting professor at a number of universities, including Melbourne University and Beijing Normal University. She has published widely.

Kathy Sylva is Professor of Educational Psychology at the University of Oxford, Department of Education. She is one of the leaders of the DCSF research on Effective Pre-school, Primary and Secondary Education (EPPSE) and on the evaluations of the Graduate Leader Fund and the Early Learning Partnership Project. A dominant theme throughout her work has been the impact of education and care not only on 'academic knowledge' but on children's problem-solving, social skills and dispositions to learn. A related theme in her research is the impact of early interventions on combating social disadvantage and exclusion. She was specialist Adviser to the House of Commons Select Committee on Education in 2000–01 and again in 2005–08. She was awarded an OBE in 2008 for services to children and families.

XII BIOGRAPHICAL DETAILS OF CONTRIBUTORS

Helen Wheeler is the Senior Development Officer for Parents, Early Years and Learning (PEAL) based within the Early Childhood Unit at the National Children's Bureau. Helen has many years' experience as a teacher in both infant and nursery schools, most recently working as part of an early years ethnic minority achievement team in the London Borough of Ealing. She has also worked as a home-school tutor, writing courses for and supporting parents educating their children at home.



CONTENTS

Biographical details of contributors	vii
Introduction <i>Bernadette Duffy</i>	1
Part 1 Policy and research	5
1 The Policy Agenda for Early Childhood Services <i>Gillian Pugh</i>	7
2 Children's Trusts and Early Years Services: Integration in Action <i>David Hawker</i>	21
3 The World Picture <i>Tricia David, Sacha Powell and Kathy Goouch</i>	33
4 Quality in Early Childhood Education: Evidence for Long-term Effects <i>Kathy Sylva and Fiona Roberts</i>	47
5 Inspecting and Evaluating the Quality and Standards of Early Years and Childcare Provision <i>Caroline Jones</i>	63

Part 2 Practice	77
6 Listening to Young Children: Enabling Children to be Seen and Heard <i>Y. Penny Lancaster</i>	79
7 The Early Years Curriculum <i>Bernadette Duffy</i>	95
8 The Tools of Assessment: Watching and Learning <i>Cathy Nutbrown and Caron Carter</i>	109
9 Children's Centres <i>Caron Rudge</i>	123
10 The Role of Health in Early Years Services <i>Kate Billingham and Jacqueline Barnes</i>	137
11 Diversity, Inclusion and Learning in the Early Years <i>Iram Siraj-Blatchford</i>	151
12 Meeting Special Needs in the Early Years: an Inclusive Approach <i>Mary Robinson</i>	165
13 Working with Parents <i>Lucy Draper and Helen Wheeler</i>	179
Part 3 Workforce	193
14 Training and Workforce Issues in the Early Years <i>Sue Owen and Gill Haynes</i>	195
15 Leading and Working in Multi-agency Teams <i>Carol Aubrey</i>	209
Index	225



INTRODUCTION

Bernadette Duffy

Early years practitioners are living in interesting times. From being seen as an optional extra, early years services are now perceived as crucial to achieving many of the government's and wider society's aims. Eliminating child poverty is a key objective and is widely supported and by all major political parties. Early years services are seen as having a vital role in this by improving outcomes for all children, especially the most disadvantaged, and by increasing parental employment and improving parenting. Each of these is important and a challenge to do well – can we really do it all and, if so, where will the resources come from, or are we in danger of spreading our current resources too thinly?

There is no doubt that parental employment does bring children out of poverty. But if that becomes the main rationale for early years services we will introduce practices that increase flexibility to meet work patterns, which may be at the expense of the continuity and consistency that children need. Services for children must reflect family needs and be sufficiently flexible to meet them, but the needs of the child have to take priority. There is also no doubt that high-quality early education leads to improved outcomes for children, especially those who are disadvantaged. However, if we focus on short-term gains and prioritize narrow literacy goals we could be sacrificing long-term achievement. We want services to be of high quality and know that well qualified and well paid staff are key to this. But we also want services to be affordable to parents without requiring ever more public investment.

This dilemma about the priority for early years services is expressed in the lack of agreement about how they are described, which despite the introduction

2 INTRODUCTION

of the *Early Years Foundation Stage* (DfES, 2007) is yet to be resolved. Are early years services about 'childcare', a term which for many is synonymous with putting parents' work before children's needs; or are they about 'early education', a term which can be understood as an early start to formal schooling?

We have made great progress in improving the quality and expanding the quantity of early years services, but are we now be in danger of losing a clear vision and focus on the young child and their needs?

In this, the fifth edition of *Contemporary Issues in the Early Years*, we seek to reflect the achievements and progress that has been made in the early years but also the dilemmas that have arisen and the challenges that need to be addressed. At a time of change and debate about early years services it is even more important that we address the major themes in this book. How can we work together to better meet the needs of young children and their families? How do we ensure that all children have equality of opportunity? How do we use what we know from research and practice to create children's services that truly put the child at the centre?

This book is divided into three sections. Part 1 looks at policy and research, Part 2 addresses putting policy and research into practice and Part 3 explores workforce issues.

The first five chapters focus on policy and research. The *Every Child Matters* (DfES, 2004) agenda is now an accepted part of children's services and Gillian Pugh's and David Hawker's chapters reflect this. In Chapter 1 Gillian charts the development of early years services and reviews the main developments in national policy in recent years. She provides us with a clear understanding of how we have got to where we are, the success we have achieved and the challenges that lie ahead. In Chapter 2 David describes developments in Children's Trust thinking since 2006 and shares one local authority's approach to the development of children's services and children's centres. Chapter 3 looks at the world picture. Tricia David, Sacha Powell and Kathy Gooch provide a valuable insight into the ways early years services are viewed in China and New Zealand, and identify the lessons we can learn from other countries.

Kathy Sylva and Fiona Roberts's chapter looks at quality in early childhood education and the impact of research on policy and practice. They draw on the findings from the Effective Provision of Pre-School and Primary Education Project and present the evidence for long-term effects. The implications of the recent changes to the inspection of early years services are analysed by Caroline Jones in Chapter 5. She describes the new inspection frameworks and asks if they are likely to achieve their aim to improve the quality of provision for children.

In the second part of the book are eight chapters focusing on practice and showing how policies and research are being implemented by practitioners. Penny Lancaster writes the first chapter in this section. She defines what it means to listen to young children within the context of *Every Child Matters*, explores our view of childhood and, drawing on work by Kirklees Early Years Service, shows how practitioners can enable young children to articulate their feelings, experiences and ideas. Chapter 7 is written by Bernadette Duffy and looks at what we

mean by the term 'curriculum'. She describes the development, introduction and responses to the Early Years Foundation Stage framework, and, drawing on research and practice, identifies possible areas for curriculum development. In Chapter 8 Cathy Nutbrown and Caron Carter explore the issue of assessment. They discuss the different forms of assessment and the purposes it can be put to. Cathy and Caron highlight the value and visions that need to underpin respectful assessments of young children and describe ways in which early childhood educators can use assessment to understand young children's capabilities and learning. Caron Rudge, in Chapter 9, ensures that the practitioner's voice is heard and shares the development of one children's centre, with all its joys and challenges. She ends by identifying the factors that make a successful children's centre.

Health is increasingly seen as part of early years services rather than as a separate service. In Chapter 10 Kate Billingham and Jacqueline Barnes look at the key role of health in early years services. They provide an overview of health in the early years and identify the issues that need to be addressed when health and other partners work together to promote children's health and well-being.

Diversity, inclusion and learning are the important themes for Iram Siraj-Blatchford's chapter (11) and in it she looks at practitioners' understanding of children's multiple identities. Iram challenges the hidden assumptions which disadvantage children on the grounds of ethnic background, gender or socio-economic class. Mary Robinson picks up these themes in Chapter 12 in relation to children with special needs. She outlines the landmark events for special needs in early years services and argues that there is a growing view that meeting children's special needs is an indivisible part of the children's services agenda. Recent developments and emerging practice in meeting special needs within inclusive settings are also addressed. Many of the authors have included references to the key role of parents as part of their chapter. In Chapter 13 Lucy Draper and Helen Wheeler expand on this theme, drawing on their experiences at the Thomas Coram Centre and with the PEAL project. They explore the ways that parents and practitioners can work together for the benefit of children, parents and practitioners sharing examples of good practice from settings across the country.

Part 3 explores workforce issues. Sue Owen and Gill Haynes discuss the workforce reforms that are currently under way and the professionalization of the early years workforce. They describe the debates about National Vocational Qualifications (NVQs) and the roles of Early Years Professionals and teachers. Sue and Gill end by clearly identifying the changes needed if early years work is to become a career which is valued and recognized by society. Finally, in Chapter 15, Carol Aubrey draws on many years experience of leading and working in multi-agency teams and explores the nature of leaderships and strategies to support leaders.

Most of the contributors to this book are nationally or internationally known for their contribution to the early years debate. All have been actively involved in the research, development of policies and improvements in practice that this book discusses. All share a commitment to the well-being of young children and their families, which comes across strongly in each of their chapters.

4 INTRODUCTION

The Children's Plan's (DCSF, 2007) stated goal is to make England the best place in the world for children and young people to grow up in. The aim is to put children and young people at the heart of everything the government does. If we are to achieve this we must focus on each child, and their well-being and development has to be the priority. Our task is to ensure that each child is treated as a unique individual who has positive relationships with parents and carers in an enabling environment that promotes their learning and development. We hope this book will support practitioners to play their part in creating such environments.

References

- Department for Children, Schools and Families (DCSF) (2007) *The Children's Plan: Building Brighter Futures*. Norwich: TSO.
- Department for Education and Skills (DfES) (2004) *Every Child Matters: Change for Children*. Nottingham: DfES Publications.
- Department for Education and Skills (DfES) (2007) *Early Years Foundation Stage*. Nottingham: DfES.

PART 1

POLICY AND RESEARCH



