

- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Section 1 – The learning and development requirements

- 1.1. This section defines what providers⁵ must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.
- 1.2. The EYFS learning and development requirements comprise:
 - the seven areas of learning and development and the educational programmes (described below);
 - the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
 - the assessment requirements (when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents and/or carers).

The areas of learning and development

- 1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:
 - communication and language;
 - physical development; and
 - personal, social and emotional development.

⁵ Excluding providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day – see para 3.40