

Mapping the Infant Toddler 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 ITERS 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

Areas of Learning and Development

Prime Areas	Main relevant items	Some examples of relevant indicators in other items
<p>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 Greeting and departing</p> <p>20 Dramatic play</p> <p>24 Promoting acceptance of diversity</p> <p>26 Peer interaction</p> <p>25 Supervision of play and learning</p> <p>27 Staff-child interactions</p> <p>28 Discipline</p> <p>37 Staff Continuity</p> <p>29 Schedule</p> <p>31 Group play activities</p>	<p>2 Furniture for routine, play and learning (e.g. 3.2, 5.3, 7.1)</p> <p>4 Room arrangement (e.g. 7.2)</p> <p>5 Display for children (e.g. 5.4, 7.1)</p> <p>7 Meals/snacks (e.g. 5.2, 7.1)</p> <p>8 Nap (e.g. 5.1, 7.1)</p> <p>9 Diapering/toileting (e.g. 7.3)</p> <p>10 Health practices (e.g. 7.1)</p> <p>14 Using books (e.g. 5.4)</p> <p>18 Music and movement (e.g. 3.2, 5.2, 7.3)</p> <p>30 Free play (e.g. 5.2, 5.3)</p> <p>33 Provisions for parents (e.g. 3.2, 3.4, 5.3, 5.4)</p>
<p>Communication and Language</p> <p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p>	<p>5 Display for children</p> <p>12 Helping children understand language</p> <p>13 Helping children use language</p> <p>14 Using books</p> <p>18 Music and movement</p> <p>20 Dramatic play</p> <p>26 Peer interaction</p> <p>27 Staff-child interactions</p> <p>30 Free play</p>	<p>6 Greeting/departing (e.g. 3.1, 5.1)</p> <p>7 Meals/snacks (e.g. 5.4, 7.1)</p> <p>9 Diapering/toileting (e.g. 5.4)</p> <p>23 Use of TV, video and/or computers (e.g. 5.3)</p> <p>24 Promoting acceptance of diversity (e.g. 5.1)</p> <p>25 Supervision of play and learning (e.g. 5.3)</p> <p>28 Discipline (e.g. 7.2)</p> <p>31 Group play activities(e.g. 5.1,7.1,7.2)</p> <p>33 Provisions for parents (e.g. 3.2, 3.4, 5.3, 5.4)</p>
<p>Physical Development</p> <p>Moving and handling</p> <p>Health and self care</p>	<p>1 Indoor Space</p> <p>2 Furniture for routine care and play</p> <p>3 Provisions for relaxation and comfort</p> <p>4 Room arrangement</p> <p>7 Meals/snacks</p> <p>8 Nap</p> <p>9 Diapering/toileting</p> <p>10 Health practices</p> <p>11 Safety practices</p> <p>15 Fine motor</p> <p>16 Active physical play</p> <p>17 Art</p> <p>18 Music/movement</p> <p>19 Blocks</p> <p>21 Sand and water 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. 5.1, 5.2, 5.3)</p>

Specific Areas	Main relevant items	Some examples of relevant indicators in other items
<p>Literacy</p> <p>Reading</p> <p>Writing</p>	<p>12 Helping children understand language</p> <p>13 Helping children use language</p> <p>14 Using books</p> <p>15 Fine motor</p> <p>16 Active physical play</p> <p>17 Art</p> <p>18 Music/movement</p>	<p>23 Use of TV, video and/or computers (5.1, 5.3, 7.1)</p> <p>24 Promoting acceptance of diversity (e.g. 3.1, 5.1)</p>
<p>Mathematics</p> <p>Numbers</p> <p>Shape, space and measures</p>	<p>12 Helping children understand language</p> <p>13 Helping children use language</p> <p>15 Fine motor</p> <p>16 Active physical play</p> <p>18 Music/movement</p> <p>19 Blocks</p> <p>21 Sand and water play</p>	<p>7 Meals/snacks (e.g. 7.1)</p> <p>14 Using books (e.g. 5.2)</p> <p>23 Use of TV, video and/or computers (e.g. 5.1, 5.3, 7.1)</p> <p>29 Schedule (e.g. 5.1, 7.1)</p>
<p>Understanding the World</p> <p>People and communities</p> <p>The World</p> <p>Technology</p>	<p>12 Helping children understand language</p> <p>13 Helping children use language</p> <p>15 Fine motor</p> <p>16 Active physical play</p> <p>20 Dramatic Play</p> <p>22 Nature/science</p> <p>23 Use of TV, video and/or computers</p> <p>24 Promoting acceptance of diversity</p> <p>26 Peer interaction</p> <p>27 Staff-child interaction</p> <p>30 Free Play</p>	<p>5 Display for children (e.g. 7.1, 7.4)</p> <p>14 Using books (e.g. 5.2)</p> <p>18 Music/movement (e.g. 7.2)</p> <p>21 Sand and water play (e.g. 5.2, 7.2)</p>
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<p>12 Helping children understand language</p> <p>13 Helping children use language</p> <p>16 Active physical play</p> <p>17 Art</p> <p>18 Music/movement</p> <p>19 Blocks</p> <p>20 Dramatic play</p>	<p>5 Display for children (e.g. 5.3, 7.4)</p> <p>23 Use of TV, video and/or computers (e.g. 5.1, 7.1)</p>

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 blue; padding: 10px; margin-bottom: 10px;"> <p>See definitions in ITERS-R (pages 7 and 8)</p> <p><i>Accessible</i> <i>Appropriate</i> <i>Much of the of 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 and play 4 Room arrangement 5 Display for children</p> <p>Interaction subscale</p> <p>25 Supervision of play and learning 26 Peer interaction 27 Staff-child interaction 28 Discipline</p> <p>Listening and Talking subscale</p> <p>12 Helping children understand language 13 Helping children use language 14 Using books</p> <p>Program Structure subscale</p> <p>29 Schedule 30 Free play 31 Group play activities 32 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>Activities subscale</p> <p>15 Fine motor 16 Active physical play 17 Art 18 Music and movement 19 Blocks 20 Dramatic play 21 Sand and water play 22 Nature/science 23 Use of TV, video and/or computers 24 Promoting acceptance of diversity</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>	

Assessment Safeguarding and Welfare Requirements

EYFS	Examples of relevant items/indicators	EYFS	Examples of relevant items/indicators
Assessment	6 Greeting/departing (7.2) 32 Provisions for children with disabilities (3.3, 5.3, 7.3) 33 Provisions for parents (3.2, 5.3) 36 Staff interaction and cooperation (5.1) 37 Staff continuity	Safety and suitability of premises, environment and equipment Safety Smoking Premises Risk assessment Outings	1 Indoor Space 2 Furniture for routine care and play 3 Furnishings for relaxation and comfort 4 Room arrangement 10 Health Practices 11 Safety practices 34 Provisions for personal needs of staff 35 Provisions for professional needs of staff
Staff qualification, training, support and skills Supervision Appraisal	38 Supervision and evaluation of staff 39 Opportunities for professional growth		
Key person Staff: child ratios	11 Safety practices (3.2) 25 Supervision of play and learning 37 Staff continuity		1 Indoor Space (3.5, 5.1, 5.3) 2 Furniture for routine care and play (5.3) 4 Room arrangement (3.3) 7 Meals/snacks (3.5) 12 Helping children understand language (5.3) 14 Using books (5.2) 16 Active Physical Play (5.1, 5.4) 18 Music and movement (7.2) 20 Dramatic Play (7.1) 23 Use of TV, video and/or computer (3.1) 24 Promoting acceptance of diversity 26 Peer interaction (5.1) 31 Group play activities (7.2) 32 Provisions for children with disabilities 33 Provisions for parents (7.2) 34 Provisions for personal needs of staff (3.5, 5.5)
Information and Records Information about the child Information for parents and carers	6 Greeting and departing (3.4, 5.3, 7.2, 7.3) 7 Meals and snacks (3.5, 7.2) 32 Provisions for children with disabilities 33 Provisions for parents (3.2, 5.3, 7.2) 36 Staff interaction and cooperation (3.1, 5.1)	Equal opportunities	
Health Medicines	6 Greeting/departing (3.4, 5.3, 7.3) 10 Health practices 11 Safety practices (3.3) 33 Provisions for parents (5.3)		
Food and Drink	6 Greeting/departing (3.4, 5.3, 7.3) 7 Meals and snacks		
Managing Behaviour	25 Supervision of play and learning (5.2, 7.1, 7.2) 26 Peer interaction (5.2, 7.1, 7.2) 27 Staff-child interactions 28 Discipline	Accident or injury	11 Safety practices