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**Early years practitioners share good practice**

A tailored curriculum and a skilled and self-reflective workforce are key to good practice in early years settings, reveals a new report published today by NatCen Social Research.

The report from the Study of Early Education and Development (SEED) brings together the experiences of early years practitioners, who identified these three main themes as essential to good practice in early education settings:

* Tailoring the curriculum to the needs of the children, including using assessment data to identify and support the needs of individual children.
* A culture of self-evaluation and an environment that encourages providers to reflect on their own practice and that of their colleagues.
* A skilled workforce - settings with good practice worked hard to recruit and retain high quality staff and prioritised ongoing support for their staff’s development.

This report was based on evidence from case studies of settings across England which included interviews with managers and staff at early years settings of different types, with parents using those settings and with local authority staff in those areas.

**Dr Svetlana Speight, Research Director at NatCen Social Research**, said:

“The SEED study follows around 6,000 children from when they were aged two through to their early years at school. Exploring whether attending good quality early years provision has a positive impact on these children’s outcomes is one of the main aims of this study and will be the focus of future reports from SEED. Meanwhile, the report we are publishing today aims to provide an in-depth understanding of how early years providers achieve good practice in their work”.

There will be more reports from the Study of Early Education and Development published over the next few years, with the final report in 2020.

**ENDS**

The report ‘Study of Early Education and Development: Good Practice in Early Education’ is available here: [LINK]

Three other reports from SEED have been published today:

* ‘Study of Early Education and Development: The cost and funding of early education’
* ‘Study of Early Education and Development: Meeting the needs of children with special educational needs and disabilities in the early years’
* ‘Study of Early Education and Development: Experiences of the Early Years Pupil Premium’

They are available here: [LINK]

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**Notes to Editors**

The Study of Early Education and Development (SEED) is a major longitudinal study which will follow around 6,000 two-year-olds from across England through to the end of KS1 (age 7). The study is being carried out by NatCen Social Research, working with the University of Oxford, Action for Children and Frontier Economics, on behalf of the Department for Education (DfE).

At NatCen Social Research we believe that social research has the power to make life better. By really understanding the complexity of people's lives and what they think about the issues that affect them, we give the public a powerful and influential role in shaping services that can make a difference to everyone. And as an independent, not for profit organization we're able to focus our time and energy on meeting our clients' needs and delivering social research that works for society. Find out about the work we do by visiting www.natcen.ac.uk