

**Sylva, K., Melhuish, E.C., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2004). The Effective Provision of Pre-School Education (EPPE) Project: *Technical Paper 12 - The Final Report: Effective Pre-School Education*. London: DfES / Institute of Education, University of London.**

Abstract: This Technical Paper summarises the research and findings of the EPPE project (1997 – 2003). The project has demonstrated the positive effects of high quality pre-school provision on children's intellectual and social behavioural development up to the end of Key Stage 1 in primary school. The EPPE research indicates that pre-school can play an important part in combating social exclusion and promoting inclusion by offering disadvantaged children, in particular, a better start to primary school. The findings indicate pre-school has a positive impact on children's progress over and above important family influences. The quality of the pre-school setting experience as well as the quantity (more months but not necessarily more hours/day) are both influential. The results show that individual pre-school centres vary in their effectiveness in promoting intellectual progress over the pre-school period and indicate that better outcomes are associated with certain forms of provision. Likewise, the research points to the separate and significant influence of the home learning environment. These aspects (quality and quantity of pre-school and home learning environment) can be seen as more susceptible to change through policy and practitioner initiatives than other child or family characteristics, such as SES.

The EPPE project has become well known for its contribution to 'evidence based policy' in early years education and care.