**Tring Stepping Stones Pre-school**

**Progress check at two years old.**

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child’s development in the three prime learning and development. This should be completedwhen the child is aged between 24-36 months. Ideally the child should have attended the setting for a minimum of one term.

**The aims of the progress check are to:**

* Review a child’s development in the three prime areas of the EYFS.
* Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
* Enable the setting to understand the child’s needs and plan activities and experiences to meet them in the setting.
* Enable parents to understand the child’s needs and enhance development at home, with support from the setting.
* Note areas where the child is progressing well and identify any areas where progress is less than expected.
* Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

**The progress check will:**

* Be completed by the child’s key person who knows the child well and works directly with them in the setting.
* Arise from the ongoing observational assessments carried out as part of everyday practice in the setting. This will include photos and information in the childs learning journal, termly unique summary reports, general day to day observations and interactions with the child.
* Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
* Take account of the views and contributions of parents and the child if appropriate.
* Take into account the views of other practitioners and, where relevant, other professionals working with the child.

**Parental permission**

Pre-school's registration form includes a paragraph explaining the progress check. On the child’s first day the key person will discuss how the progress check works and the parents will sign the registration form to indicate they are happy to be involved. If a parent does not wish to be involved in the 2 year progress check, then a note should be made indicating it has been discussed and their refusal to participate. The key person will wait for a child to be fully settled before agreeing a date with the parent for the check to take place. It will be added to the pre-school diary to ensure that only 1 check per day takes place. Once the check has been carried out and reviewed with parents the key worker will update the registration form with the completion date and will sign the form.

The progress check is a statutory requirement of the EYFS. Pre-school will seek the consent of parents to share information from the check directly with relevant professionals; this consent will be included on the child’s registration form.

If a child attends another setting and they have had a 2 year check already we will ask the parents for a copy and file it with the child’s registration details.

Parents will also be asked if the child has attended a Healthy Child Development Check with the Health visitor and if there are any areas of development for which preschool can provide support

**Settling in period**

A period of settling in for the child is necessary to enable the key person and other staff to build up a good knowledge of the child’s development, abilities and interests before the progress check is completed. Pre-school will aim to do the progress check between 2 years 6 months and 2 years 10 months depending on when the child has started. The following factors may determine the timing of the progress check:

* **Individual needs and circumstances.** If the child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) the check can be postponed, with the agreement of the parent.
* **Pattern of attendance.** If the child has a period of non-attendance or irregular attendance then that may affect the timing of the review.
* **Children not settling.** Children are all different and some settle into new settings better than others. If a child remains unsettled at pre-school as the date for the progress check approaches then it can be delayed by up to 4 weeks with the agreement of the parents. If they still remain unsettled after this period of time the progress check should take place but a note should be placed on the form explaining the circumstances. Regular updates should be given to the parents as to how well the child is settling and a note made on our copy of the progress check file to confirm when the child has settled at pre-school.

**Timings**

The EYFS requires that the progress check is carried out when a child is age two; this includes any child that starts at the setting between the ages of 24-36 months.

Children can start the term after their second birthday and usually start with us 2 sessions (6 hours) per week. We are registered for 2 year funding so some children could attend up to 5 mornings per week. The timings of the progress checks will differ for each child and will take into account a number of factors including; number of sessions they attend per week, parental preferences, pattern of attendance, individual needs and circumstances plus half terms/school holidays. This may mean some checks are done sooner or later than 2 years 10 months. The ideal age for us to complete the check is between 2 years 6 months and 2 years 10 months.

If a child starts at pre-school 4 weeks prior to their 3rd birthday pre-school will not carry out the progress check as we will have insufficient time to build up a good knowledge of the child. We will inform the parents of this and document it on the registration form.

**How to do the check**

* The progress check will be in the format of the template below. It will be clear and easy to read, avoid unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
* Present a truthful yet sensitive reflection of what the child can do and their achievements to date along with areas where the child is progressing at a slower pace than expected.
* Recognise parents’ in-depth knowledge of their child by incorporating their observations and comments, and explain how their child’s learning and development will be supported and taken forward in the setting.
* The key person will use learning journals, unique summary reports and general day to day observations and interactions with the child to record the information.
* The notes on the template below will be used as a guide to record the information.
* The key person will note their comments on the form relating to the 3 prime areas, prior to the meeting.
* The key person and parent(s) will meet and use the key person comments as a basis to discuss the child’s progress and what next.
* The ‘parent/carer observation and comments’ section will be completed during/after the meeting based on the parent’s comments during the meeting.

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| **Early Years Foundation Stage Progress Check at Two**  **Guidance Sheet** | | | | |
| **Child’s Name:**    **Setting Name:** | | **Date of Birth:**    **Age in months:** | | **Date of Entry to Setting:** |
| **Home language:** |
| **All about me**  *Demonstrate your knowledge of this unique child and celebrate how they engage with the experiences and activities across the EYFS curriculum. Give examples of learning experiences you have seen for this child. Use the words of the Characteristics of effective learning to describe the child.* | | | | |
| **I like to play with:**  Note how the child plays, explores and demonstrates engagement.    Are they curious, engaged, initiate activity? Do they take risks, pretend, use their senses and/or explore confidently? | | | **I stay focused when:**  *Note how the child actively learns and when they demonstrate motivation.*    *Are they energised, satisfied, motivated, focused, persistent, proud? Do they demonstrate concentration, fascination and effort? Do they seek challenges, persevere, get involved, pay attention and keep trying when things are tricky?* | |
|  | | | **I have learnt to:**  *Note how the child has developed as a learner since being at your setting.*  *What have they become really good at? What have they achieved recently that shows their development?* | |
| ***Practitioner guidance for completing the section below: The summary of development in the prime areas.***  *Identify below, the strengths and expected developmental milestones the child is independently demonstrating in the prime areas.*  *Consider using* [Development Matters](https://www.gov.uk/government/publications/development-matters--2)  *or*  [Birth To 5 Matters](https://www.birthto5matters.org.uk/download-or-buy-a-copy/) *for reference and/or practitioner knowledge of child development to support comments about the child’s progress.*  *Where appropriate include particular areas where progress is less than expected. To ensure this is communicated as positively as possible to parents you may wish to use the sentence starters below:*  *[Child’s name] is not yet independently…*  *[Child’s name] requires support to….* | | | | |
| **Communication and Language Development** | **Summary of development:**  Child A’s language has improved enormously this term. She has so much to say and tell us, she talks about what she is doing and has a good imagination.  Child A tells us her likes and dislikes and asks questions. “Where my baby” “I like my shoes”  Whilst looking at the books, Child A talks about the things she sees “oh he sad” “look a bus” “I want to go on a big train.”  We have started to hear some number language like “more, lots” etc and simple counting “1,2” | | | |
| **Physical Development** | **Summary of development:**  *Consider the aspects of Physical development: Gross or fine motor skills*  *Commentary examples:*  *When Child A first came to the setting, he preferred an adult near him when he wanted to climb the wooden indoor climbing frame. He is now fully confident and will climb independently, pulling himself up.*  *Child A is working towards using the toilet, he is now able to say when he needs his nappy changed.*  *Child A uses a cup at snack time with very few spills, he will usually try new snacks and is very clear about which he prefers, he recently tried kiwi and said, “It’s nice”.* | | | |
| **Personal, Social and Emotional Development** | **Summary of development:**  *Consider the aspects of Personal, Social and Emotional development: self-regulation (feelings and impulses) behaviour, self-care or relationships*  *Commentary examples:*  *Child A has been at the setting for four months now, for the first three weeks he was sometimes tearful, we learned from mum that reading stories was a favourite activity so all sessions would start in the book corner settling Child A in with stories.*  *Child A has built a positive relationship with his key person and has now settled into the setting. We play with the trains together and read stories, he lets me comfort him if he is upset.*  *When reading a book together, Child A pointed to a picture and said, “Baby cross”. This shows he is beginning to understand feelings and name them.*  *Child A plays alongside other children and will join in when the play is very active such as marching songs or digging outside.* | | | |
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| **Developmental skills we will focus on with your child:** |  | |
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| **You can boost these skills at home:** | | |
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| **Parent/Carer comments:** | | |
|  | | |
| **Parent/carer Signature(s) :** | | **Practitioner Signature:**  **Role:** |
| **Date completed:** | | **Review date:** |
| \*Early Years Statutory Framework 2021  *2.4 When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals (for example, the provider’s Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.*  *2.5. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.*  *If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.*  *Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home*. | | |

**Children attending more than one setting or changing settings**

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child’s key person at the setting where the child spends the greatest amount of time each week. At pre-school the key worker will be responsible for asking the parent which setting this applies to. If the child spends the greater amount of time at the other setting or with a child minder the key worker will make contact with that setting/childminder by either email, phone or in person to confirm they will be doing the check. A note will be placed on the registration form indicating who will be doing the progress check. The key worker will seek permission from the parent(s) to have a copy of the progress check for our files.

We will gain permission to send a copy of the 2 year check carried out by preschool to any other settings the children may attend or if the child leaves preschool.

If a child moves from another setting between 24 and 36 months, the leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

**Preparing the progress check for a child with identified disabilities or special educational need, looked after child or 2 year funded child**

If the progress check is for a child with an identified disability, medical need, special educational need, looked after child or a 2 year funded child pre-school will take into account if the child is already being supported by other professionals. Then pre-school will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Policy adopted at a meeting on:

Signed on behalf of the committee

To be reviewed: March 2024

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| **STAFF NAME** | **SIGNATURE** | **DATE** |
| Nicola Poulton |  |  |
| Lucy Brittain |  |  |
| Nicola Reynolds |  |  |
| Kim Smith |  |  |
| Nicke Cooke |  |  |
| Jo Davis |  |  |
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HCCPos.jpg                                                     0000CCD7Client-Graphics                B430E618:Nov 2013 changes: added bit about 2 year funded children starting age 2 also about preparing progress check for LAC and 2 year funded children

September 2014- added a statement saying we will get parental permission to share the 2 yr check with other settings or if the child moves away.

September 2015 – added to Parental permission section that we ask parents if the healthy child development check has been carried out by the health visitor and if there are any areas of development where preschool can provide support.

October 2016 – said we take children from the term after they turn 2 and that the progress check should ideally be done between the ages of 2 years 6 months and 2 years 10 months.

October 2017- took out the statement saying we note how many sessions the child has done when we complete the check

October 2018 – removed the sentence saying that we agree a date with the parents in advance on the registration sheets. Saying that we wait for the child to be fully settled first. Added that the school holidays might effect how early/late you might do a two year check.

November 2019 – changed key worker to key person

December 2020- The two year checks are being sent via email or handed to parents to read and send us their comments. No meetings with are parents can happen at the moment due to covid-19

March 2022 - brand new two year check form to use. See above. Added that information for the check is gathered from photos and unique summary reports (took out sticker observation)

Took out information sharing which had a sentence about health visitors red books.

Although the policy states we are meeting with parents we are still following Covid’19 protocols which means we are not meeting with parents at the moment. Two year checks are being emailed or handed to parents to take home to read and sign.

March 2023 – changed names in 2 year check form to Child A. Replaced form with new version adopted in March 2023 removing 2 sections of the previous form.