



Buckden Pre-School Playgroup

A place for Children to grow, to learn and to flourish

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Cambridgeshire Guidance for the EYFS Progress Check at Age Two

This guidance is based on extracts taken from the Statutory Framework for the Early Years Foundation Stage and A Know How Guide to the EYFS progress check at age two.

... it is by basing the progress check on high-quality, ongoing assessment, including the contributions of parents and young children, and working effectively with other professionals when needed, that a difference can be made to the outcomes of young children.

What is the EYFS Progress Check at Age Two?

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 other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate.

Why is there a new check?

There is now an increasing emphasis on early intervention. If a practitioner can identify whether there are areas in which a child is developing at a slower pace than may be expected then support can be put in place. This support may be in the setting, but should also involve parents and may involve other professionals.

The aims of the progress check are to:

- review a child's development in the three prime areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language
- ensure that parents have a clear picture of their child's development;
- enable practitioners to understand the child's needs and plan activities to meet them in the setting;
- enable parents to understand the child's needs and, with support from practitioners, enhance development at home;
- note areas where a child is progressing well and identify any areas where progress is less than expected; and
- describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

www.cambridgeshire.gov.uk

When should practitioners carry out the check?

The check must be carried out between 24 and 36 months. Where possible, it should be provided in time to inform the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). There is flexibility for settings to carry out the check when it is best for the individual, when the child is settled and practitioners have got to know the child.

When planning the check consider:

- When the child joined the setting
- How many sessions the child attends
- The views of the parents / carers.

Who should be involved in the check?

The practitioner who knows the child best should complete the check; this will normally be the key person. It is important that other practitioners, parents and carers give their views and, where relevant, other

professionals working with the child. Where a child attends more than one setting, the views of all practitioners need to be taken into account and a decision made as to which setting will take the lead. Children can also contribute to the process.

To involve parents:

- develop good relationships with parents so that the assessment is part of on going dialogue
- use the assessment as a good opportunity to develop genuine relationships where practitioners learn with parents. Settings may need to think about further ways to communicate with parents, for example using IT.

How should the check be carried out?

The practitioner should review and reflect on observations and seek the views of others. Development Matters should be used to make a best fit judgement about the child's progress in the three Prime Areas, and identify whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. The practitioner should then draft some comments on the individual EYFS Summary document. Parents / carers should be consulted to arrange a time to discuss this with them.

Practitioners and parents should remember that children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Parents / carers' views should be noted and then a plan should be agreed to support the child's learning, both in the setting and the home. Parents should be encouraged to share the check with Health Professionals, if this has not taken place.

2 Cambridgeshire Early Years Service documentation can be found on www.cambridgeshire.gov.uk/eyc. Where a setting feels that a child is showing an interest in a specific are, this could also be recorded.

The check:

- should be completed by a practitioner who knows the child well and works directly with them in the setting. This should normally be the child's key person;
- arises from the ongoing observational assessments carried out as part of everyday practice in the setting;
- should focus on what a child can do;
- is based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently;
- takes account of the views and contributions of parents;
- takes into account the views of other practitioners and,
- should enable children to contribute actively to the process.
- should be clear and easy to read.

What should happen after the check?

When the document has been finalised parents should be given a copy and a copy kept in the setting. Parents should also be asked for permission to share this information with relevant professionals and reminded to take it to their child's Healthy Child Programme health and development review. The record should be kept to help monitor progress. The development stage should be recorded on the Individual Tracking document (found on Cambridgeshire website).

If there are concerns about a child's development in any particular area then a practitioner and the child's parents (in discussion with the setting leader, manager, childminding support officer and/or the SENCO) may agree to draw up a plan to meet the child's needs within the setting and at home, then carry out a further review at an agreed date. This may include the need to work with other agencies.

What happens next?

When checks have been completed practitioners in the setting need to reflect on whether there are any implications for the setting:

- are any changes in provision needed to support the development of groups of children?
- do practitioners need further training to support the needs of individual children?
- how could relationships with parents be strengthened to support learning and development at home?
- could partnerships with other professionals be strengthened to support children and families?

The ongoing individual tracking of the progress will help a setting to monitor the effectiveness of their provision.

It is important that information is kept safely. It is the Local Authority's intention to collect annual information about your cohort. Information will be given about this in the future.

3 Frequently Asked Questions (including FAQ from www.foundationyears.org.uk)

If a two year old isn't attending an early years setting, who does their progress check?

- The statutory requirement for a progress check at two relates to those children who are attending early years settings. If a two year old is not attending an early years setting then the EYFS progress check at two is not applicable to them. Depending on the arrangements in your local area, children may have a Healthy Child Programme health and development review around their second birthday.

A child is starting with us the term after their third birthday, when they will be just over three. Do we need to do a progress check?

- There is no statutory requirement to carry out a progress check for a child aged 36 months or over, however your setting should comply with local authority assessment arrangements, monitor a child's progress with parents and seek support if you have concerns.

A child who recently turned two is leaving the setting next week and going to another setting nearby. Should we do the progress check before they go or leave it for the new setting?

- If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings should agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date, so in this instance the check would be carried out by the current setting.

A child who has just joined our playgroup is also spending time with a childminder in the afternoon. Who should carry out the progress check?

- If a child is attending more than one setting, the progress check would normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.
- In this instance, the setting, childminder and child's parents should decide who is best placed to carry out the progress check, according to the time spent in each setting. However, the practitioner carrying out the progress check should gather in the views of the practitioners working with the child at the other setting, in order to build up a clear picture of the child.

How do we know when the Healthy Child Programme health and development review is carried out?

- Through communication with parents. This also an opportunity for the Early Years Service to develop stronger links between Early Years settings and the Health Service.