

## Statutory Progress Check for Two-Year-Olds

The progress check for two-year-olds is a statutory requirement for the Early Years Foundation Stage (EYFS). It states that parents and carers must be provided with a short written summary of their child's progress between the ages of 24 and 36 months, in the three prime areas of learning and development.

- Personal Social and Emotional development
- Physical development
- Communication and Language development

At Desmond Anderson Nursery, we aim to complete the two-year checks before the children have their third birthday. However, this is dependent on when a child's third birthday falls within the term. Parents/carers comments and views of their child's progress form an important part of the assessment and will be included in the final report. Staff completing the two-year check will use ***Development Matters in the Early Years Foundation Stage (EYFS) 2012*** to inform their judgements. *Development Matters* sets out children's developmental progress in the prime and specific areas of learning from birth to five and is produced by the Department of Education.

Parents can access the following document: '***What to Expect, When?***' which can be downloaded from [www.foundationyears.org.uk](http://www.foundationyears.org.uk). This gives details of expected milestones, learning and development from birth to five.

### **Before any checks are undertaken the following will be considered:**

The health visitor will be contacted by Desmond Anderson Nursery to arrange a joint two-year check. However, the health visitor may have already completed their checks prior to the child starting at the nursery. If this is the case, the nursery staff are still required to complete their part of this statutory review of the child's progress and provide parents with a written summary.

(Statutory Framework for the Early Years Foundation Stage – Effective from April 2017)

- Children will have a settling in period of no less than four weeks prior to the two-year check being completed. This will allow the key person and other staff time to build up a complete picture of a child's abilities, likes and needs before completing their assessments.

- It may be necessary to delay the progress check, where there have been extended periods of absence due to ill health or other significant events such as the birth of a sibling, moving to a new house or an extended trip abroad. The progress check may also be delayed if a child's attendance pattern does not facilitate an accurate report.

## **Aims**

The aims of the progress check are to:

- Assess and review a child's development in the three prime areas of the EYFS
  - Personal, Social and Emotional
  - Physical
  - Communication and Language
- Share the information with the parents or carers, ensuring that they have a clear picture of their child's development.
- Support staff in understanding and meeting their key child's needs by planning age and developmentally appropriate activities to further their skills in the prime and specific areas of the EYFS.
- Enable parents to understand their child's needs and, with support from their child's key person, support and enhance development at home.
- Note a child's strengths and weaknesses.
- Provide written evidence of actions the key person/nursery intends to take to address any developmental concerns (including working with other professionals where appropriate).

## **The check:**

- Will be completed by a senior member of staff in consultation with the child's key person.
- Will be completed by using information from ongoing observational assessments which are carried out as part of everyday practice in the nursery.
- Will be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently over a period of time.
- Will take into account the views and contributions of parents and carers. Therefore, parents and carers will be invited to meet at a time convenient to them.

- Will take into account the views of other members of staff and, where relevant, other professionals working with the child. Such as Speech and Language, Portage or Targeted Setting Support (TSS).
- Will allow the child to actively contribute to the process, where the child is able.

On completion of the progress check, parents/cares will be given a copy of the report and another will be kept with their child's records. At Desmond Anderson Nursery, we will aim to provide a report that is clear and easy to read and, if required, in the families first language. (This may not be immediate, as an appropriate translator will need to be found.)

### **Children attending more than one early years provider**

- A child's key person from Desmond Anderson Nursery will contact the other provider and agree who will complete the progress check. It will be expected that the check will be completed by the child's key person at the setting where they spend most of their time each week.
- To develop good working partnerships with other early years providers we will contact the other setting to ensure the check has been completed and request a copy once the parents/cares have agreed that the information may be shared.
- Where a child transfers from another early years provider, between the ages of 24-36 months, we will check to see if the progress check has been completed. If the check has not been done, we will decide with the other provider who should carry out the check.

### **Children with identified disabilities or special educational needs**

- If the progress check is for a child with an identified disability, medical need or special educational need this will be taken into account.
- The focus of the report will be on what the child can do and their interests and development to date, rather than focusing on their progress in terms of their needs or disability.
- Where a child is being supported by outside agencies, a senior staff member will make arrangements with the parents/carers to include views/contributions of the professionals involved.

**This policy was written by:** Ann Agg – Nursery Leader  
**and implemented by:** Desmond Anderson Primary Academy  
Desmond Anderson Nursery

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**Role of signatory** Chair of Local Board