

## 6.0 Child Development



### 6.1 Two Year-Olds and Two Year- Old Progress Check

#### Introduction

The Lenches Pre-school accept 2 year olds into the setting after their second birthday. We understand the impact of having 2 year olds in the setting and so have put this policy in place to enable us to provide the very best care.

#### **Our Aim**

For children to be safe, happy and eager to participate and learn. We aim to offer a warm and caring environment within which all children can learn and develop as they play.

#### **Our Procedures**

All standard procedures are in place and followed as we would for older children, however we do have additional procedures;

- 2 year olds will join the rest of the pre-school group, a member of staff will supervise the children all the time for easy transition and a more positive experience for everyone concerned.
- The room has resources aimed at 2 year olds and activities are planned to be age appropriate.
- Developmental checks are undertaken as per requirements of the EYFS, this involves us producing a short written summary of the child's development in the three prime learning and development areas of the EYFS;

o Personal, Social and Emotional Development

o Communication and Language

o Physical Development

**This is called the 2 year old check.**

#### **The aims of the 2 year old 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 pre-school 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 a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's Key Person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- 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.

**The Lenches Pre-school intends that the progress check will:**

- Be clear and easy to read, avoiding 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.
- Identify 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 in the setting.
- 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.
- Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:
  - The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check.
  - If a 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) it may be appropriate to delay the check.
  - If a child has a period of absence or irregular attendance.
  - Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.

- If the child has already had the health visitor 2 year old check the setting is still required to carry out the EYFS 2 year old check.

#### **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.
- However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting.
- If a child moves between settings between 24 and 36 months, 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 SEND;**

- If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting 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.

#### **Information sharing**

The setting will include in the child induction process the sharing of both the child's health visitor contact details.

- The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

## 6.2 Early Years Pupil Premium- EYPP

### Introduction

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing additional funding to Early Years settings, therefore providing the opportunity to raise the quality of provision we offer.

### Our Aim

All children aged three and four (not two year olds), who meet the eligibility criteria will benefit from the funding. The Early Years Pupil Premium provides an extra amount per hour on top of the Free Entitlement for three and four year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance Number.

### Our Procedures

As we are aware family circumstances can change throughout the duration of the child's time with us, through close relationships with families and signposting within the setting we can direct families to this information should they become eligible. As part of our welcome pack we send out the information to all parents to enable them to allow us to apply for the extra funding to help benefit their child within our setting.

### Which three-and four-year-olds will be eligible for the EYPP?

3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

Their family gets 1 of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit

- Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through: an adoption, a special guardianship order or a child arrangement order.

Children must receive free early education in order to attract EYPP funding.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Our pre-school will endeavour to find the best possible way to spend the money through identifying the needs of the child and discussing with parents how the money may be best spent. We will be tactful when approaching families and suggest our thoughts but listen to the families and child's voice.

Although the below list is not exhaustive these are ways in which we can use Pupil premium money. We will continue to look at other ways to benefit the child and family through close partnership working.

- Additional staffing to support the child, in the past this has included a nurturing group in the mornings in addition to our ordinarily available provision.
- Supporting the families financially through providing additional hours for their child/ren.
- Purchasing additional resources such as storybooks focused on the need of the child i.e. all about adoption.
- Support to families in regards to toileting and potty training, again through additional resources and support.
- Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.

### **Measuring the impact of the EYPP**

We are continually reviewing the data we collect on children's attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:

- Parent questionnaires;
- Informal conversations at the start or end of a day;
- Parent feedback on child's learning journal
- Formal consultations;
- Conversations with professionals we work alongside to support families;
- Feedback from feeder primary schools;
- Every Child a Talker (ECAT) data.

## 6.3 Parental Involvement

### Policy Statement

We believe that children benefit most from Early Years education and care when parents and settings work together in partnership.

#### Our Aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents may be less well represented in Early Years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

*'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's Child Protection Record publication.)*

#### Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting – this includes of 'Parent-Helper' rota.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.

- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents; in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

We communicate with the parents via:

- Newsletter
- Key person meetings
- Committee meetings
- Parent evenings
- Face to face
- Text/WhatsApp
- Email

*Information about a child and his or her family is kept confidential within our setting. We provide parents/carers with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.*

## 6.4 Working in partnership with other agencies

### Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

### Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.