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| Name: | | Date of Birth: | Age in Months: |
| I joined the setting on: | | Have I had my 24 Month Health Review with the Health Visitor? YES/NO | |
| My key person is: | | If yes, where any concerns raised about my hearing, toileting, speech, sleeping, dental or diet? | |
| Languages I use at home: <i>List known languages child is exposed to.</i> | | <i>Have you seen the child's ASQ3 Developmental Review and asked for a copy? Has there been a referral / previous concerns highlighted? Note significant information from Health Review if relevant.</i> | |
| <i>My family has noticed that I am interested in Use these boxes to describe the child's particular interests at the time of writing the progress check at age two. Comments continue in next box.</i> | | <i>My key person has noticed that I am interested in ... These might include specific activities, toys or themes that the child shows a particular curiosity and interest in. Reference may be made to the child's preferred learning style and any schemas/schematic behaviour displayed.</i> | |
| My characteristics of effective learning. I like to learn by... <i>Use this box to reflect on how the child learns and accesses their environment</i> | | | |
| <i>Playing and exploring</i> – do I investigate, explore, experience things and 'have a go' or do I watch from a safe place before having a go? <i>Active learning</i> – how am I driving my own learning? Think motivation, concentration, focus, persistence, bouncing back after difficulties, enjoyment. Is my motivation coming from within (intrinsic – the experience/ activity is satisfying) rather than an external reward? <i>Creating and critically thinking</i> - Am I coming up with my own ideas and discovering things for myself? Making links with my different experiences, developing different strategies to do things? Refer to Development Matters pg 6 - 7 | | | |
| My family would be happy if I ... <i>Include any areas parents would like the nursery to work on e.g. support with potty training or climbing stairs.</i> | | | |

Communication and Language: Look at what I can do!

| | | |
|---|---|---|
| I am learning to pay attention and listen and can already ... | I am starting to understand what others say and do and can already ... | I can communicate with others by ... |
| Development Stage: | Development Stage: | Development Stage: |
| Personal Social and emotional development: Look at what I can do! | | |
| When I arrive at nursery I... <i>(Self confidence and awareness)</i> | I am learning about feelings and already... | |
| Development Stage: | Development Stage: | Development Stage: |

Completing the PRIME AREAS Write in the child's voice. Using ongoing observations and discussions with parents and/or carers, reflect on what: a child likes to do; he/she is trying to master or has just learned; new words/language structures that are emerging; and particular interests or patterns in play and exploration are observed at the moment. Use examples of the child in action and language the child may be using.

Consider what are you writing. Is the statement useful? Does it tell us about the child's development rather than the activities that s/he enjoys? Do comments relate specifically to the EYFS / Development Matters age and stage?

If you read the statements aloud, would the child be recognised straight away or could the report be referring to any child?

About my Physical Development: Look at what I can do!

| | | |
|---|---|---|
| I am able to move around by... <i>(moving)</i> | When I am playing, exploring and handling objects/equipment I can... <i>(handling)</i> | I am learning to be independent and can already... <i>(Health and self-care)</i> |
|---|---|---|

Development Stage: Add child's best fit developmental age band that the child is currently working within e.g. 26-36m These judgements are based on what the child can currently do independently and consistently. Make this judgement based on evidence gathered from on-going observations, assessments and discussions with parents. It may be beneficial to use SEND STEPS approach where a child has emerging needs.

When you share this information with parents be clear that children develop at their own rates and in their own ways. If a child is working below age related expectations, be clear about how you have identified this and how you are going to provide further support in 'Is there any support that I can get from anyone else?' ([A-Know-How-Guide](#)).

| | | |
|--|--|--|
| Development Stage:  | Development Stage:  | Development Stage:  |
|--|--|--|

My next steps are:

- *State what the next areas for learning and development are. Think about the child's Cultural Capital. Two children working in the same age band may have different life experiences (cultural capital) and therefore need different next steps.*
- *Next steps should focus on educational outcomes for children rather than activity planning.*
- *Next steps should focus on the prime areas of learning and not target colours and counting.*

At nursery we could:

- *Clearly outline opportunities, experiences and strategies that will support the child's development in the PRIME areas of learning and support any issues or concerns that have been identified.*

At home we could:

- *Record suggestions for supporting and extending the child's learning and development at home.*
- *Remember to signpost families to the full range of services and activities available in Waltham Forest - [Children and Families Centres, Chit-Chat - Pitter Pat](#).*

Is there any support that I can get from anyone else?

Describe actions you intend to take to address any developmental concerns (including working with other professionals where appropriate). What training, drop in sessions in the local community could support my family? Arrange further meetings where my family can seek further support and celebrate my successes. If any concerns are raised, it should be on the basis of ongoing assessment and observations of the child in a range of contexts in the setting and preferably also by the parents observing the child at home.

My parents/carers comment:

On-going dialogue or sharing of regular two-way observations on learning and development with parents informs the content of the summary. This box provides parents and/or carers to record a specific comment on their child's development.

Signed Parent / Carer _____ **Key Person** _____ **Manager** _____ **Date** _____