

**Early Years**

**Child Development Tool**

An Early Years tracking tool by Early Childhood Services (NCC) that has been created using information from Mary Sheridan’s child development norms **Sheridan M., (1973) From Birth to Five Years: Children’s Developmental Progress” (1st ed.) Routledge.**

Practitioners can use this tool to assess a child’s development. If applicable, you can then use it to identify smaller steps in learning..

|  |  |
| --- | --- |
| Child’s name |  |
| Child’s DOB |  |
| Name of Key Person |  |
| Name of Provision |  |
| Child’s start date |  |



Quality & Attainment Team/Early Childhood Services/NCC/December2021/V1

**Early Years Child Development Tracking Tool**

**Mary Sheridan**

Mary D Sheridan carried out pioneering work in the field of community paediatrics for over 40 years. Her publications include Spontaneous Play in Early Childhood and From Birth to Five Years. Mary Sheridan is widely regarded as the go-to reference for health, education and social care professionals, or anyone concerned with the developmental progress of pre-school children.

This new edition of Mary Sheridan’s From Birth to Five Years is a good go-to reference for anyone concerned with the developmental progress of pre-school children. It provides the knowledge required for understanding children’s developmental progress with age and within each developmental domain.

**Sharma A., Cockerill H., Sanctuary L., (2021) Mary Sheridan's From Birth to Five Years: Children's Developmental Progress. Routledge.**

**In using this child development tracking tool, you may find that it enables you to:**

• Identify areas of strength and/or weakness in provision

• Identify patterns of uneven development and consequent areas for intervention

• Support referral processes, e.g.by clarifying and pinpointing gaps and issues

• Identifying smaller steps for planning

• Track and reflect on the progress of different cohorts.

• Share information with other professionals using common child development language

• Support parents in their understanding of developmental norms

• Support practitioners in their conversations with parents

**Procedure for Completing the Early Years Tracking Tool**

1. Fill in the child’s personal details on the front page.

2. Add the date of your assessment on the assessment table

3. Work out the child’s chronological age (in months) and record this at each assessment point.

4. Find the child’s chronological age in the left hand column of the assessment tool and highlight this.

5. Start your assessment from the preceding stage that you have highlighted on the assessment tool.

6. Starting at this proceeding stage, take each point in turn and highlight if child can do.

7. If the child can doall of the items described at the starting point, we can assume that they will be able to do all of the chronological stages before, so highlight all of these too. (This will help you when you complete the scoring).

8. If the child is unable to do 1 (or more) items in the starting point stage, go back a stage until they can complete all items at a stage.

9. Move to the next stage, and again take each point in turn and highlight if child can do.

10. Complete each stage, but do not progress to the next stage if you do not highlight all items in your current stage.

11. Do this for all of the development areas.

**Scoring**

* Starting with the first area of development, look down each line and add all of the highlighted items
* Count all items highlighted, including the ones in a last stage where all items may not be completed.
* Record this total number in the ***total point score*** at the bottom of the assessment column.
* Convert the total point score using the points **score key** and add this to the ***age level*** row. (please note that the score key is different for each area of development).
* Look at the child’s chronological age and ask yourself if the child is functioning as ***Emerging, Expected, or Exceeding*** in their development and record this information.
* Repeat this procedure for each of the areas of development as appropriate.
* There is space to record eight assessment points for each individual child.
* If applicable, you can use the ***Support Plan for the Child’s Provision and Home***

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| --- | --- |
| AGE | **Language/ Cognitive Development**  (Mary Sheridan, Child Development) |
| By 3 Months  (0 -3 months) | Recognises familiar voice (e.g. parent, sibling, key person) |
| Vocalises when spoken to, beginning conversations |
| Responds to environmental sounds e.g. doorbell, favourite rattle, other children |
|  | |
| By 6 Months  (4-6 months) | Makes simple babbling noises e.g. “da-da, bab-bab” |
| Responds to rhyme / rhythm e.g. turns to practitioner singing |
| Laughs, chuckles, squeals in play. |
|  | |
| By 9 Months  (7-9 months) | Responds to own name, understands simple words e.g. ‘no’, ‘bye-bye’ |
| Will point to objects of interest e.g. favourite toy on the table |
| Child’s babble is more complex, and makes louder and more tuneful sounds |
| Imitates sounds e.g. coughing, smacking lips, and laughing |
|  | |
| By 12 Months  (10-12 months) | May use some single words e.g. “Dadda” “Bye Bye” |
| Joins in with some songs |
| Looks for out of sight objects (object permanence) e.g. comforter under the blanket. |
| Beginning to understand cause and effect e.g. shakes toy to make a noise |
|  | |
| By 15 Months  (13-15 months) | Uses some single words. |
| Understands instructions e.g. “come for snack time” |
| Begins to make marks |
| Early pretend play – e.g. drinks from a cup in the home corner |
|  | |
| By 18 Months  (16-18 months) | Makes speech-like sounds to self in play e.g. “Brum Brum” whilst playing with a toy car |
| Uses between 6 and 20 words but understands many more |
| Makes demands known by pointing, with vocalisation e.g. pointing at their beaker. |
| Enjoys nursery rhymes and will try to sing along |
| AGE | **Language/ Cognitive Development**  (Mary Sheridan, Child Development) |
| By 2 years  (19-24 months) | Will name objects on sight e.g. car, doll, book |
| Vocabulary increases approx. 50 words expressed and understands many more |
| Will join two words e.g. “shoes on” “go home” |
| Short sentences by 2½, sometimes grammatically incorrect e.g. “I goed home” |
| Beginning to understand actions have consequences |
| Completes simple jigsaws / puzzles |
| Engages in role-play and make-believe activities e.g. puts a baking tray in the home corner oven |
|  | |
| By 3 years  (25-36 months) | Frequently asks ‘what’ and ‘why’ questions |
| Uses language for thinking and saying what’s happened or what they have done/doing. |
| Increased and mainly accurate vocabulary e.g. correct use of plurals-“two cups on the table” |
| Can match and sort items into simple sets e.g. large and small pinecones |
| Can repeat numbers one to ten by memory, but will only count reliably to three or four |
| May recognise written form of own name e.g. on their coat peg |
| Elaborate make-believe play e.g. space travel, under the sea, dinosaur land etc. |
|  | |
| By 4 years  (37-48 months) | Speech grammatically correct and intelligible though some immaturities in pronunciation likely e.g. “I’m going to stool” [I’m going to school] |
| Can give accounts of recent events / experiences, retell stories and repeat nursery rhymes |
| Enjoys jokes and playing with words |
| Can sort to more complex sets e.g. their friends who have shoes on, and who has trainers on, and boys and girls. |
| Can work out a possible solution to a problem e.g. how to attach arms to their box model robot |
|  | |
| By 5 years  (49-60 months) | Uses language to share opinions, thinking e.g. “I think Ella is sad today” |
| Enjoys books and beginning to read words |
| Concentration span increases, shows greater persistence in activities |
| Beginning to write words |

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| **Assessment for Language/ Cognitive Development** | | | | | | | | | | |
|  | Assessment  1 | | Assessment  2 | | | Assessment  3 | | | Assessment  4 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-6 Points = 0-6 Months | 7-14 Points = 7-12 Months | | 15-22 Points = 13-18 Months | 23-29 Points = 19-24 Months | | 30-36 Points = 25-36 Months | 37-41 Points = 37-48 Months | | 42-45 Points = 49-60 Months |

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| **Assessment for Language/ Cognitive Development** | | | | | | | | | | |
|  | Assessment  5 | | Assessment  6 | | | Assessment  7 | | | Assessment  8 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-6 Points = 0-6 Months | 7-14 Points = 7-12 Months | | 15-22 Points = 13-18 Months | 23-29 Points = 19-24 Months | | 30-36 Points = 25-36 Months | 37-41 Points = 37-48 Months | | 42-45 Points = 49-60 Months |
| AGE | **Social/Emotional Development**  (Mary Sheridan, Child Development) | | | | | | | | | |
| By 3 Months  (0 -3 months) | Smiling at carer or key person | | | | | | | | | |
| Beginning to show emotion e.g. squealing with delight at mum arriving at the nursery | | | | | | | | | |
| Enjoys being held and having cuddles | | | | | | | | | |
|  | | | | | | | | | | |
| By 6 Months  (4-6 months) | Enjoys attention and being with others | | | | | | | | | |
| Beginning to demonstrate preference for familiar people e.g. their key person | | | | | | | | | |
|  | | | | | | | | | | |
| By 9 Months  (7-9 months) | Clear preference for familiar people e.g. mum, dad, grandparent etc. | | | | | | | | | |
| Plays with key person e.g. pat-a-cake, peek-a-boo | | | | | | | | | |
| Stiffens whole body in annoyance, resistance with vocal protest | | | | | | | | | |
|  | | | | | | | | | | |
| By 12 Months  (10-12 months) | Waves ‘bye-bye’ | | | | | | | | | |
| Repeats actions when laughed at | | | | | | | | | |
| Affectionate to familiar people e.g. all of the practitioners in the baby room | | | | | | | | | |
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| By 15 Months  (13-15 months) | Explores their environment but needs practitioners close for reassurance | | | | | | | | | |
| Plays games with a practitioner e.g. pushing car backwards and forwards | | | | | | | | | |
| Begins to notice presence of other children | | | | | | | | | |
|  | | | | | | | | | | |
| By 18 Months  (16-18 months) | Plays contently alone but likes security of near, familiar practitioner | | | | | | | | | |
| Can be clingy but at other times will resist practitioner’s presence | | | | | | | | | |
| Energetic and eager to explore the environment, but has no sense of danger | | | | | | | | | |
| Imitates everyday activities e.g. feeding doll, wiping tables, changing nappies | | | | | | | | | |
| AGE | **Social/Emotional Development**  (Mary Sheridan, Child Development) | | | | | | | | | |
| By 2 years  (19-24 months) | Demanding of parent / practitioner’s attention | | | | | | | | | |
| Tantrums when upset, but is usually easy to distract | | | | | | | | | |
| Defends own possessions and doesn’t tend to share toys or adult attention | | | | | | | | | |
| Plays alongside other children but not yet with them (solitary play) | | | | | | | | | |
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| By 3 years  (25-36 months) | Can express feelings to practitioners. Beginning to empathise with feelings of others | | | | | | | | | |
| Enjoys company of other children and beginning to make friends | | | | | | | | | |
| Beginning to understand the concept of saying sorry and making up | | | | | | | | | |
|  | | | | | | | | | | |
| By 4 years  (37-48 months) | Friendship with other children is increasingly valued. More confident socially away from practitioners | | | | | | | | | |
| Can wait to have needs met (and understand the needs of others) e.g. waiting their turn for a bike | | | | | | | | | |
| Beginning to understand the importance of rules and tries to keep to them e.g. walking feet inside | | | | | | | | | |
| Vivid imagination can lead to fears e.g. the dark, monsters | | | | | | | | | |
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| By 5 years  (49-60 months) | Keen to fit in with others – approval sought from other children and adults | | | | | | | | | |
| Friends are important but lots of falling out | | | | | | | | | |
| Understands rules but sometimes has difficulty in accepting them e.g. they may question the rules | | | | | | | | | |
| Engages in play with other children (co-operative play) | | | | | | | | | |

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| **Assessment for Social/Emotional Development** | | | | | | | | | | |
|  | Assessment  1 | | Assessment  2 | | | Assessment  3 | | | Assessment  4 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-5 Points = 0-6 Months | 6-11 Points = 7-12 Months | | 12-18 Points = 13-18 Months | 19-22 Points = 19-24 Months | | 23-25 Points = 25-36 Months | 26-29 Points = 37-48 Months | | 30-33 Points = 49-60 Months |

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| **Assessment for Social/Emotional Development** | | | | | | | | | | |
|  | Assessment  5 | | Assessment  6 | | | Assessment  7 | | | Assessment  8 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
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| Score Key | 0-5 Points = 0-6 Months | 6-11 Points = 7-12 Months | | 12-18 Points = 13-18 Months | 19-22 Points = 19-24 Months | | 23-25 Points = 25-36 Months | 26-29 Points = 37-48 Months | | 30-33 Points = 49-60 Months |
| AGE | **Physical Development**  (Mary Sheridan, Child Development) | | | | | | | | | |
| By 3 Months  (0 -3 months) | Lifts head and chest from floor e.g. during tummy time | | | | | | | | | |
| Brings their hands together, some finger play | | | | | | | | | |
| Kicks vigorously, sometimes alternating their legs | | | | | | | | | |
|  | | | | | | | | | | |
| By 6 Months  (4-6 months) | Can roll over – back to front and front to back | | | | | | | | | |
| Can sit with support, holding head and back straight | | | | | | | | | |
| Uses whole hand in palmar grasp and passes an object from one hand to the other | | | | | | | | | |
|  | | | | | | | | | | |
| By 9 Months  (7-9 months) | Sits unsupported, leaning forward to maintain their balance | | | | | | | | | |
| Covers the floor area by crawling, rolling, and wriggling | | | | | | | | | |
| Pulls to standing, holding on furniture for support | | | | | | | | | |
| Beginning to pick up small objects with pincer grasp but cannot yet ‘place’ | | | | | | | | | |
|  | | | | | | | | | | |
| By 12 Months  (10-12 months) | Cruises around using furniture for support | | | | | | | | | |
| Throws toys intentionally | | | | | | | | | |
| Stands alone, may walk a few steps | | | | | | | | | |
|  | | | | | | | | | | |
| By 15 Months  (13-15 months) | May walk independently with uneven steps using arms to assist their balance | | | | | | | | | |
| Crawls upstairs and comes downstairs feet first (or up and down on soft play equipment or on something similar) | | | | | | | | | |
| Pincer grasp better developed. Will pick up small objects, can place with precision e.g. one block on top of another | | | | | | | | | |
|  | | | | | | | | | | |
| By 18 Months  (16-18 months) | Walks well and no longer uses arms to balance and can run but finds it difficult to negotiate obstacles | | | | | | | | | |
| Will push or pull large boxes, toys or resources | | | | | | | | | |
| Can walk up steps holding hands (usually crawls down backwards) e.g. on soft play cubes, or steps to the garden area etc. | | | | | | | | | |
| Can kneel and squat steadily | | | | | | | | | |
| Will use mark making tools and beginning to show preference for one hand but still uses both | | | | | | | | | |
| Can turn pages in a book but not usually one-by-one | | | | | | | | | |
| AGE | **Physical Development**  (Mary Sheridan, Child Development) | | | | | | | | | |
| By 2 years  (19-24 months) | Runs competently with more control when negotiating obstacles | | | | | | | | | |
| Walks up and down stairs or steps holding handrail for support | | | | | | | | | |
| Rides large wheeled toys (with no pedals) | | | | | | | | | |
| Can join and separate interlocking toys (e.g. Duplo and Knex) | | | | | | | | | |
| Draws circles, lines and dots | | | | | | | | | |
|  | | | | | | | | | | |
| By 3 years  (25-36 months) | Walks and runs on tip-toes | | | | | | | | | |
| Rides wheeled toys using pedals and steering | | | | | | | | | |
| Can climb and slide on equipment | | | | | | | | | |
| Can kick a ball | | | | | | | | | |
| Turns the pages of a book one by one | | | | | | | | | |
| Can draw a face and attempts letters now using their preferred hand | | | | | | | | | |
|  | | | | | | | | | | |
| By 4 years  (37-48 months) | Can change direction while running | | | | | | | | | |
| Can walk in a straight line | | | | | | | | | |
| Confident on climbing and sliding equipment | | | | | | | | | |
| Increasing control when kicking a ball | | | | | | | | | |
| Learning to use scissors and can cut out simple shapes | | | | | | | | | |
| Drawings are more detailed and representative e.g. their car drawing looks like a car | | | | | | | | | |
| Makes marks and letters, demonstrating their understanding that print carries a meaning e.g. their marks represent their mummy’s name | | | | | | | | | |
|  | | | | | | | | | | |
| By 5 years  (49-60 months) | Has good ball control and can play ball games with rules | | | | | | | | | |
| Balance is good – e.g. on balancing beams or on wobble boards etc. | | | | | | | | | |
| Sense of rhythm demonstrated in dance and movement activities | | | | | | | | | |
| Good control in mark making and can form letters accurately | | | | | | | | | |

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| **Assessment for Physical Development** | | | | | | | | | | |
|  | Assessment  1 | | Assessment  2 | | | Assessment  3 | | | Assessment  4 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-6 Points = 0-6 Months | 7-13 Points = 7-12 Months | | 14-22 Points = 13-18 Months | 23-27 Points = 19-24 Months | | 28-33 Points = 25-36 Months | 34-40 Points = 37-48 Months | | 41-44 Points = 49-60 Months |

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| **Assessment for Physical Development** | | | | | | | | | | |
|  | Assessment  5 | | Assessment  6 | | | Assessment  7 | | | Assessment  8 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-6 Points = 0-6 Months | 7-13 Points = 7-12 Months | | 14-22 Points = 13-18 Months | 23-27 Points = 19-24 Months | | 28-33 Points = 25-36 Months | 34-40 Points = 37-48 Months | | 41-44 Points = 49-60 Months |
| AGE | **Self-help**  (Mary Sheridan, Child Development) | | | | | | | | | |
| By 3 Months  (0 -3 months) | Makes needs known through a range of different cries | | | | | | | | | |
|  | | | | | | | | | | |
| By 6 Months  (4-6 months) | Reaches out purposefully to grasp chosen object e.g. rattle, comforter etc. | | | | | | | | | |
| May take hold of their beaker if offered | | | | | | | | | |
| Removes their socks | | | | | | | | | |
|  | | | | | | | | | | |
| By 9 Months  (7-9 months) | Begins to feed themself e.g. with finger food | | | | | | | | | |
| Co-operates with dressing e.g. puts their arms up when the practitioner takes off their T-shirt | | | | | | | | | |
|  | | | | | | | | | | |
| By 12 Months  (10-12 months) | Drinks from a cup or beaker independently | | | | | | | | | |
| Feeds themself with a spoon or fork (but may be very messy) | | | | | | | | | |
| May undress themself e.g. removes hats, gloves, and socks etc. | | | | | | | | | |
|  | | | | | | | | | | |
| By 15 Months  (13-15 months) | More skilful with spoon and cup but may still requires some assistance | | | | | | | | | |
| Helps more constructively with dressing e.g. points their toes when a practitioner puts their shoes on | | | | | | | | | |
|  | | | | | | | | | | |
| By 18 Months  (16-18 months) | More competent with spoon and cup | | | | | | | | | |
| Can take clothes off but not yet able to put them on again | | | | | | | | | |
| Can find things in a familiar environment and help with tidying away e.g. they can find their beaker in the drinks tray | | | | | | | | | |
| AGE | **Self-help**  (Mary Sheridan, Child Development) | | | | | | | | | |
| By 2 years  (19-24 months) | Attempts to verbalise toilet needs but often unreliable | | | | | | | | | |
| Feeds self well with spoon or fork and handles drinks without spilling | | | | | | | | | |
| Puts on hat and shoes independently, and may attempt other clothing with help e.g. coat and dressing up clothes (but not using any fastenings) | | | | | | | | | |
|  | | | | | | | | | | |
| By 3 years  (25-36 months) | Handles mealtimes competently using fork and spoon | | | | | | | | | |
| Manages own clothes when using the toilet and can wash and dry their hands | | | | | | | | | |
| May be dry at night (but this is variable) | | | | | | | | | |
| Can put on and remove coat with ‘easy’ fastenings | | | | | | | | | |
|  | | | | | | | | | | |
| By 4 years  (37-48 months) | Can manage most personal care tasks independently (and may resent adult help) | | | | | | | | | |
| Uses knife and fork but may need assistance with some cutting | | | | | | | | | |
| Will find things for themselves and can put things back | | | | | | | | | |
|  | | | | | | | | | | |
| By 5 years  (49-60 months) | Will be competent in all aspects of self-care e.g. at mealtimes, toileting and for their personal hygiene | | | | | | | | | |
| Uses a knife and fork skilfully | | | | | | | | | |
| Can take care of own possessions where there are designated places for storage e.g their coat and bag on their coat peg | | | | | | | | | |

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| **Assessment for Self-help** | | | | | | | | | | |
|  | Assessment  1 | | Assessment  2 | | | Assessment  3 | | | Assessment  4 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
| Total Point Score |  | |  | | |  | | |  | |
| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-4 Points = 0-6 Months | 5-9 Points = 7-12 Months | | 10-14 Points = 13-18 Months | 15-17 Points = 19-24 Months | | 18-21 Points = 25-36 Months | 22-24 Points = 37-48 Months | | 25-27 Points = 49-60 Months |

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|  | Assessment  5 | | Assessment  6 | | | Assessment  7 | | | Assessment  8 | |
| Date of assessment |  | |  | | |  | | |  | |
| Child’s Chronological Age in Months |  | |  | | |  | | |  | |
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| Age level (see below) |  | |  | | |  | | |  | |
| Emerging, Expected, Exceeding |  | |  | | |  | | |  | |
| Score Key | 0-4 Points = 0-6 Months | 5-9 Points = 7-12 Months | | 10-14 Points = 13-18 Months | 15-17 Points = 19-24 Months | | 18-21 Points = 25-36 Months | 22-24 Points = 37-48 Months | | 25-27 Points = 49-60 Months |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Child:**  **Name of Key Person:** | | | | | |
| Date | Identified area(s) for further support | What further support / Next Steps have been agreed to support my learning and development in the setting? | What can parents/carers do to support their child’s learning and development at home | Key Person progress/review notes | Parent/Carer progress/review comments |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

**Early Years Child Development Tool**

**Support Plan**

**for the Child’s Provision and Home**

Quality & Attainment Team/Early Childhood Services/NCC/December2021/V1