



**Nottinghamshire
County Council**

Early Years Quality and Attainment Team

Early Childhood and Early Intervention

Guidance Document for completing the NCC 2 Year Progress Summary

(When using Development Matters)

This guidance has been written to support you to complete the NCC 2 Year Progress Summary. It has been designed to be used alongside Development Matters: Non-Statutory Curriculum Guidance for the Early Years Foundation Stage [Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

2 year Progress Summary - A Brief Description of This Document

The progress check is a statutory requirement of the EYFS. Providers should seek the consent of parents to share information from the check directly with relevant professionals. Providers must have written policies and procedures in place to safeguard children, in line with the guidance and requirements of the relevant Local Safeguarding Children Partnership (LSCP).

The statutory requirements of the progress check at age two

This section explains what we must do as early years practitioners. These actions are legally required and are set out in the statutory framework for the EYFS. In addition, there are actions which we should take. These actions are not legally required but we need to be mindful of what we should do. We should only take another course of action if there is good reason for doing so.

Practitioners **must** provide parents with a short, written summary of their child's development in the prime areas of learning:

- communication and language
- personal, social and emotional development
- physical development

Practitioners **must**:

- discuss with parents how the summary can be used to support learning and development at home
- describe the activities and strategies they intend to adopt in their setting to address any issues or concerns

Beyond these points, it is for practitioners to decide what the written summary document could include.

The following factors may determine the timing of the progress check:

➤ **The child's entry point**

Providers should consider a settling in period for a child to enable their key person and other practitioners to build up good knowledge of that child's development, abilities and interests before completing the progress check.

➤ **Parental preferences**

Practitioners should agree with parents when is the best time to provide the summary. Where possible, early years providers should consider carrying out the progress check in time for parents to share it with the health visitor at the two year old health and development review.

➤ **Contextual information**

If there are concerns about a child's development, consider any relevant contextual information:

- Were they born prematurely?
- Have they experienced transitions such as foster care or adoption?
- Have they experienced an adverse childhood experience?
- Has there been a change in family circumstances? For example: the arrival of a new sibling, the death of a parent or grandparent, the breakdown of a relationship or the arrival of a new partner.

For further guidance on timing please refer to the **Progress check at age two Non Statutory Guidance for the Early Years Foundation Stage** (DfE,2022). If a need for further support is identified, practitioners should complete an action plan and share this with the child, the child's parents/carers and if relevant other professional. [Progress check at age two – Non statutory guidance for the early years foundation stage \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are emerging concerns, or an identified special educational need or disability, practitioners will 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 (SENCO) or health professionals) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers.

Where children have experienced difficulties in their early years, their development may reflect those circumstances. It is useful to consider what further support might help the child and their family. The difficulties the child is experiencing may be temporary or long-term. Either way, early intervention is crucial. Helping children come through difficult times can make them more resilient.

What to expect in the Early Years Foundation Stage: a guide for parents

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)

You may find this guide useful for parents. It will help them find out more about their child's learning and development in the EYFS, including the seven areas of learning and development, and top tips for fun, playful experiences that they can do together with their child at home.



The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically**
– children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS



Taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage

[Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The following tables suggest prompts to help you to review and reflect on each child’s development across the three prime areas of learning. They are intended as a guide. They do not replace your professional perceptions. You do not need to tick off the checkpoints or provide ‘tracking data’, written or photographic observations or evidence.

Communication and Language	
EYFS statutory educational programme	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>	
Possible discussion prompts	Checkpoints for guidance in Development Matters
<p>“Does your child join in with play, sharing books or doing things around the house like helping you to load the washing machine?” “This is how your child joins in and focuses on the same thing as an adult or another child... Is that similar to what you see at home?”</p>	<p>By around two years old, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>By around three years old, can the child shift from one task to another if you get their attention? Using the child’s name can help: “Jason, can you stop now? We’re tidying up.”</p>
Possible discussion prompts	Checkpoints for guidance in Development Matters
<p>“Have you noticed your child is learning new words? Do they put those words together into short sentences? Can they understand and follow simple instructions?” “This is how your child talks in the setting with adults and other children... Does that sound like what you notice at home?”</p>	<p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together, such as: “more milk”?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language such as words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words such as: “Can you wash dolly’s face?”</p>
<p>“What have you noticed about your child’s understanding of new words? Do people outside of the family generally understand what your child says, or do you have to explain?” “In the setting, your child generally understands ... Does that seem the same as their understanding at home?”</p>	<p>Around the age of two, can the child understand many more words than they can say (between 200 and 500 words)?</p> <p>Around the age of two, can the child understand simple questions and instructions such as: “Where’s your hat?” or “What is the boy in the picture doing?”</p> <p>Around the age of three, can the child show that they understand action words by pointing to the right picture in a book, such as: “Who’s jumping?”</p> <p>Note: Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed</p>

Helping children to develop their communication

Research suggests that these are effective approaches:

- listening to children and having conversations with them ('talking with' and not just 'talking to' children)
- sharing books, especially with wordless picture books – use the book as a way of having a conversation: "What do you think is happening in the picture there?" or "Why do you think the boy is sad?"
 - talking together while you play or do jobs around the house (getting food out of the fridge, sorting out washing, gardening or washing up)
- singing and saying rhymes together
- modelling a range of different types of words and phrases, rather than asking and 'testing' the child – for example, rather than asking "What are you doing?" or "What colour is that?", try to model a useful phrase such as "You're eating your dinner. It's delicious" or "I love that blue hat"

Further information is available to help every young child to develop their communication. Refer to Public Health England's '**Best start in speech, language and communication**'. This includes the Early Language Identification Measure and Intervention tool for use with children aged two to two and a half

English as an additional language

More than a quarter of children in early years settings are learning English as an additional language. It is important to note the following points.

- Bilingual and multilingual children may have a quiet phase at first, as they settle in and develop their confidence. Encouraging them to take part and become more confident is key.
- Children learn a language by speaking it. If a child is going through a long 'silent phase', find out from the parent if their home language is developing well. Check in case the child has a speech, language and communication delay.
- Practitioners and professionals should encourage families to use their home language. This is for linguistic as well as cultural reasons. Talk to parents about what language they speak at home, learn a few key words and celebrate multilingualism in your setting

Personal, social and emotional development

EYFS statutory educational programme Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Possible discussion prompts

"Have you noticed how your child wants to do things for themselves and make choices?"

"In the setting, your child can do these things independently... Is that similar to what you see with friends and family?"

Checkpoints for guidance in Development Matters

Around the age of two, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat and what to wear?

Between the ages of two and three, does the child start to enjoy the company of other children and want to play with them?

Note: Watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Also look out for children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Possible discussion prompts	Checkpoints for guidance in Development Matters
<p>“What have you noticed about how your child settles into playing and doing things?”</p> <p>“In the setting, this is how your child is playing...”</p>	<p>Around the age of three, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> <p>Can the child settle into some activities for a while?</p> <p>Note: Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next, or children who seem to do the same thing for too long and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties</p>
<p>“Can we talk about some important self-care and health issues?”</p>	<p>Note: Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p>
Possible discussion prompts	Checkpoints for guidance in Development Matters

Helping children with their personal, social and emotional development

Research suggests that these are effective approaches:

- responding to children in a steady and reliable way, with emotional warmth and sympathy
- encouraging children to communicate how they are feeling, which can be supported by modelling the correct language and labelling the emotion – for example, “I can see that you’re sad because you’re crying”
- using stories to explore how others might be feeling
- helping children to understand and co-operate with routines and rules
- encouraging children to manage ‘effortful control’ or patience, such as waiting for something they want or taking turns – if adults are too controlling, this may slow down the child’s development

Note: Some non-compliance is typical as two-year-olds develop their independence and autonomy. Tantrums, hitting and biting are also common: physical aggression in humans reaches its peak between the ages of two and three-years old. Young children want to express themselves, but they find it difficult. When they feel frustrated, they may express this as a tantrum. As we help children to talk more about how they are feeling, tantrums become less common. It is important for parents and practitioners to respond calmly and be clear and consistent. Children who are treated harshly are more likely to become aggressive.

Physical development

EYFS statutory educational programme

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Possible discussion prompts	Checkpoints for guidance in Development Matters
<p>“What sort of physical activities does your child like to do with family and friends?”</p> <p>“In the setting, we’ve noticed...”</p>	<p>Around their second birthday, can the child run well, kick a ball and jump with both feet off the ground at the same time?</p> <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can encourage them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>
<p>Helping children with their physical development</p> <p>Active children are healthy, happy, school ready and sleep better. Physical activity in the early years:</p> <ul style="list-style-type: none"> • builds relationships and social skills • maintains health and weight • contributes to brain development and learning • improves sleep • develops muscles and bones • encourages movement and co-ordination <p>Research suggests that children aged two should spend at least 180 minutes (three hours) per day in a variety of physical activities at any intensity, including active and outdoor play, spread throughout the day – more is better</p> <p>For more information, refer to the UK Chief Medical Officers’ physical activity guidelines for early years</p>	

Once the progress check at age two is complete

- Provide a copy for parents and add a copy to the child’s learning and development record
- Put in place any agreed actions to meet the child’s needs within the setting or at home
- Consider any support needed from other agencies – for example, speech and language therapy

A useful approach to action planning for the child is the SMART approach. This means that the targets are specific, measurable, achievable, realistic and time-bound. For example, you might work with a parent to help their two-year old progress onto drinking from a cup over a period of six weeks. This is a specific and realistic aim if everyone works together and only offers the child drinks in a cup. It will also improve the child’s dental health and help them with speech development.

It is crucial to ask parents for their informed consent before sharing any information. Informed consent means checking that the parent understands what information is being shared, why it is being shared, who it is being shared with, and what will happen to the information.

Taken from Progress check at age 2: Non statutory guidance for the Early Years Foundation Stage [Progress check at age 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/progress-check-at-age-2)