



# Farnsfield Pre-School Policies

Section 9- Early Years Practices

Policy adopted by Danielle Jankiwsyj  
OCTOBER 24

I have read and understood the policies in this document. I understand it is within my job role to adhere to these policies at all times, and failure to do so can result in disciplinary action being taken.

Date	Staff member	Date	Staff member

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# **Early years practice policy**

## **Aim**

Children are safe, happy, and eager to participate and to learn.

## **Objectives**

- Young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent is carried out before children start.
- *Prime times* of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.
  1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
  2. We want the curriculum we provide to help children to learn to:
    - be confident and independent
    - be aware of and responsive to their feelings
    - make caring and thoughtful relationships with other people
    - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
  3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
    - give children opportunities to use all their senses
    - help children of different ages and stages to play together
    - help children be the directors of their own learning
    - help children develop an inquiring and questioning attitude to the world around them

The *Early Years Foundation Stage* is used as a framework to provide care and learning opportunities for all children.

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it.

### **Waiting list and admissions**

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We endeavour to operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents who are:
  - looking to take up work, remain in work or extend their hours of work
  - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised and information is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in section Waiting list and admissions procedure.

### **Funded places – free entitlement**

All 3- and 4-year-olds in England are entitled to 15 hours free childcare and early education each week for 38 weeks of the year. Some eligible two year olds are also entitled. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

#### [Legal References](#)

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE 2014)

Equality Act 2010

Childcare Act 2006

### **Waiting list and admissions**

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place.

- The setting is widely advertised in places accessible to all sections of the community.

- Information about the setting is accessible, using plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may take into account the following:
  - the age of the child with priority being given to children eligible for the free entitlement
  - length of time on the waiting list
  - the vicinity of the home to the setting
  - siblings already attending the setting
  - the capacity of the setting to meet the individual needs of the child
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE 2018) and any local conditions in place at the time,
- Where it is financially viable to do so, a place is kept vacant for an emergency admission.
- The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- The needs and individual circumstances of children joining the setting are recorded on the registration form, to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
- Section 05 Equality procedures is shared and widely promoted to all.
- Places are provided in accordance with the contract, issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

## **Admissions**

- Once an early education and childcare place has been offered the relevant paperwork is completed by the setting manager or deputy before the child starts and filed on the child's personal file.
- **Children with SEND**
- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.

- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

#### Safeguarding/child protection

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

#### Further guidance

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718181/Early\\_years\\_entitlements-operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf)

### **About our childcare and early education**

Welcome to Farnsfield Pre- School and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

This document aims to provide you with an introduction to Farnsfield Pre-School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

#### **Our setting aims to:**

- provide high quality care and education for children
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

## Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels
- As we are a charity, as a member you are invited to join our committee and are encouraged to attend the AGM. This gives members (parents) a voice when it comes to the financial and legal running of the setting

## Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment
- has a named key person who makes sure each child makes satisfying progress and is your link to our setting
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers
- has the chance to join in with other children and adults to live, play, work and learn together
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

### *The Early Years Foundation Stage*

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2023):

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- *Learning and Development*

- Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

## **How we provide for learning and development**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Learning and Development comprise:*

- *Prime Areas*
  - Personal, social and emotional development.
  - Physical development.
  - Communication and language.
- *Specific Areas*
  - Literacy.
  - Mathematics.
  - Understanding the world.
  - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs.

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We offer a range of



opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by educators.

### *Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We do termly assessments of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us. Assessments help us to work together to provide what your child needs for her/his well-being and to make progress.

### *The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Pre-School Adventure Books**

All the children have a Pre- School adventure book, your Key worker will use this to store photos of your child's time at Pre-school.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We occasionally have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities

- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

Name	Job Title	Qualifications
Danielle JankiwsyJ	Pre-School Manager Designated Safeguarding Lead	Level 3 Children's care, learning and development
Sam Hall	Deputy Manager SENCO Deputy DSL	Diploma in Nursery Nursing
(Cathrine) Emma Orgill	Early Years Educator	Level 3 Children and Young People's workforce
Amanda Marriott	Early Years Educator	Diploma in Nursey Nursing
Emma Waterhouse	Early Years Educator	Children's Nursing
Laura Gilliott	Early Yeas Educator	Level 3 Childcare and Education
Anneline Cowdrey	Early Years Educator	Degree in T.A.
Amelia Clarke-Knotts	Early years educator apprentice	
Tammi Bere	Pre-school co-ordinator	

We are open for 39 weeks each year.

We are closed 11

We are open for 5 days each week

The times we are open are 9-3

We provide care and education for young children between the ages of:

2 and 5 years.

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### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- being part of the committee
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting

### **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

### **Learning opportunities for adults**

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. Occasionally, we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

## **The day**

We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to all areas of children's learning and development including their health, their physical development and their knowledge of the world around them.

## **Snacks and meals**

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly. Parents are encouraged to send a healthy, well- balanced packed lunch for their child.

## **Clothing**

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please label all clothing with your child's name.

## **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available within the setting or on the website.

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date
5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for purposes for which the personal data is processed

6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

### **Special educational needs**

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Sam Hall

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### **The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

### **Fees**

The fees are £18 per session payable half-termly. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Danni who is the manager of the setting.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two-, three- and four-year-olds; where funding is not received, then fees apply.

Children in receipt of funded sessions are invoiced 50p a session consumables charge. This covers things like snacks, sports and singing sessions. If you are struggling to pay the charge please speak with Danni.

## Starting at our setting

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.



## Application for placement / waiting list

Once you have completed this form your child will be added to our waiting list to attend Farnsfield Pre-School. Children aged from 2 years and 6 months are accepted at Pre-School.

Name of Child	Male/Female	Date of Birth	
Address			
		Postcode	
Parent/Carer Name		Telephone No.	
Email Address (required)			

Do you attend Farnsfield Babies & Toddlers Group? Yes / No

Brothers/Sisters attending Farnsfield Pre-School sessions now or in the past? Yes / No

Is your child eligible for 2-year funding? (a letter/email received from the County Council?) Yes / No

Are/will you be claiming extra (16 - 30 hours) extended funding? Yes / No

Do you claim funding elsewhere?.....

Which School is your child likely to attend? .....

How did you first learn of Farnsfield Pre-School? .....

When would you like your child to start at Pre-School?.....

Preferred sessions/days?.....  
*These cannot be guaranteed*

Are you or your partner considered to be a key worker? .....

If yes, occupation: .....

**Sessions available are: Mon-Fri (term-time) 9.00am – 12 noon and/or 12.00 noon - 3.00pm**

We will contact you a few weeks prior to your child starting to agree a start date and available sessions. 15 hours free funding is available to all children from the start of the term after their 3<sup>rd</sup> birthday. We do our best to accommodate people who are eligible for the extended entitlement (up to 30 hours) funding, but places are limited. Invoices will be issued half termly for all other sessions.

Signed ..... (Parent/Carer) Date .....

*By completing and submitting this form, you consent to us holding this data securely. Once your child leaves Pre-School this form will be destroyed. If you require a copy of our Data Policy, please let us know.*

# Farnsfield Pre- School's Childcare registration form



## Child's details

Child's first name(s) \_\_\_\_\_ Surname \_\_\_\_\_

Name known by \_\_\_\_\_

Child's full address \_\_\_\_\_  
\_\_\_\_\_

Gender \_\_\_\_\_ Date of birth \_\_\_\_\_ Birth certificate seen Yes ☐ No ☐

## Family details

Who does the child live with? \_\_\_\_\_

### Contact details 1 (including emergency information):

Parent/carer full name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Daytime/work telephone \_\_\_\_\_ Mobile \_\_\_\_\_

Email \_\_\_\_\_

Home address \_\_\_\_\_

Place of Work \_\_\_\_\_

Does this parent have parental responsibility for the child? Yes ☐ No ☐

Parent NI number \_\_\_\_\_ Date of birth- \_\_\_\_\_

### Contact details 2 (including emergency information):

Parent/carer full name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Daytime/work telephone \_\_\_\_\_ Mobile \_\_\_\_\_

Email \_\_\_\_\_

Home address

Place of work

Does this parent have parental responsibility for the child? Yes ☐ No ☐

Parent NI number

Date of birth-

Contact details 3 (including emergency information):

Parent/carer full name

Relationship to child

Daytime/work telephone Mobile

## Mobile

Email

Home address

Place of work:

Does this parent have parental responsibility for the child? Yes ☐ No ☐

Parent NI number

(For funding purposes only)

**Other person(s) with legal contact** *to be completed where those persons with parental responsibility are separated and/or an S8 Order is in place.*

Name \_\_\_\_\_

Address

Contact telephone numbers

Relationship to child

Please give details of the legal contact arrangements that we need to be aware of



**Ethnicity data** gathered for monitoring purposes only. Parents are not obliged to give this information.

Ethnic origin is classified as special category of data under data protection legislation, and we require your consent in order to process and store this information. The Privacy policy explains how the data provided in this form will be processed and explains your rights with respect to the information given.

### Privacy Notice

I confirm that I have received a copy of the Privacy Notice and give my consent to the processing of special category data.

Signed

Date

White British

☐

Pakistani

☐

White Irish

☐

Indian

☐

White other

☐

Asian other

☐

Black British

☐

Chinese

☐

Black African

☐

Chinese other

☐

Black Caribbean

☐

White and Black Caribbean

☐

Black Other

☐

White and Black African

☐

Bangladeshi

☐

White and Black Asian

☐

Other please state

**Collection permission authorisation** (other than parents) *Please note that if anyone other than those authorised comes to collect, we will check before releasing the child. Only those over the age of 16 years can be named as authorised persons. If you must send someone else, we ask you to let us know and we will put a password in place.*

**Who can we expect to collect your child other than parents?**

**No Access – Name**

Full address

Relationship to the child

Reason: e.g., court order or  
other?

Evidence seen Yes ☐ No ☐ Copy provided Yes ☐ No ☐

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**Emergency contact details for two named contacts – if parents are not available** *Only those over the age of 16 years can be named as emergency contacts. Please ensure emergency contacts are local and their consent has been given.*

**Contact 1**

Name: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Address:

\_\_\_\_\_

\_\_\_\_\_

Mobile: \_\_\_\_\_ Home telephone \_\_\_\_\_

Daytime/ work telephone: \_\_\_\_\_

**Contact 2**

Name: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Address:

\_\_\_\_\_

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Mobile: \_\_\_\_\_ Home telephone \_\_\_\_\_

Daytime/ work telephone: \_\_\_\_\_

### **Emergency treatment declaration**

In the event of an accident or emergency involving my child I understand that every effort will be made to contact me, and emergency services will be called as necessary. I understand that my child may be taken hospital accompanied by the manager or authorized deputy for emergency treatment. I understand that health professionals will be responsible for decisions about medical treatment in my absence.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Name \_\_\_\_\_

### **Medical details**

Is your child up to date with their immunisations? Yes ☐ No ☐

### **Health and development**

Was your child born prematurely, if so, how many weeks early?

Special notes:

Does your child have any distinguishing marks: If so, please give details

\_\_\_\_\_

\_\_\_\_\_

Does your child have any on-going medical conditions? If so, please specify including any prescribed medication that the child takes

\_\_\_\_\_

\_\_\_\_\_

If yes, specify any other external agencies involved e.g. paediatrician, consultant, dietician, speech and language therapist, etc:

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Does your child require a health care plan? Yes ☐ No ☐

*(If yes, complete health care plan with parents.)*

Does your child have care or mobility needs that may mean they are eligible for, or are in receipt of Disability Living Allowance? Yes ☐ No ☐

Special notes:

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Do you have any concerns about your child's learning and development? Yes ☐ No ☐

If yes, special notes:

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Is your child known to have any allergies or food intolerances? If so, please specify:

Special notes:

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*A risk assessment is completed and kept on the child's file for any known allergies or food intolerance as mentioned above.*

What are your child's dietary requirements? Please specify:

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### Details of professionals involved with your child

*GP*

Name Telephone

Address

*Health Visitor (if applicable)*

Name Telephone

Address

*Dentist (if applicable)*

Name

Telephone

Address

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*Any other professional who has regular contact with the child*

Name

Role

Agency

Telephone

Address

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Is there currently an EHAF in place for this child?

Has your family ever been known to social care?

Brief description (including dates):

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Social Care Worker name: \_\_\_\_\_ Telephone: \_\_\_\_\_

### **Two-year-old progress check/Integrated health check**

If your child is aged between 24-36 months, has a two-year-old progress check already been completed for your child? Yes ☐ No ☐ (if child is under 36 months and already has a two-year progress check completed, could we please have a copy) Please note information will be share with the health visitor as part of the integrated two- year check.

Setting completing  
check

Date  
completed

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### **About your child**

The following information will tell us a little more about your child.

Does your child have any siblings? \_\_\_\_\_

Does your child have previous experience of attending a childcare setting? If so, please give details, including if funding is/ will be claimed elsewhere:

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Does your child has difficulty with walking, talking or socialising? If so, please give details:

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Is your child disabled? Yes ☐ No ☐

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Does your child require a care plan? Yes ☐ No ☐

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What languages does your child speak at home?

---

What religion does your family follow (if applicable)?

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How would you describe your family's cultural background?

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Are there any religious or cultural festivals that your child takes part in?

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Does your child have a comforter? \_\_\_\_\_

What sort of things does your child enjoy doing at home, i.e., drawing or cooking?

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Is there any other background information about your child that may be useful for us to know? For example, how do they prefer to be comforted when they are upset?

---

### **Sharing/Transferring records**

Sharing development records with other settings children attend help to ensure we are providing a well-rounded, child centred approach to their care. Do you give consent for us to contact the other setting to discuss your child's development?

Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

With your consent we will transfer your child's records to the receiving school when they leave our setting. This will enable the school to continue to effectively manage any special education, health or medical needs, and to continue with their development.

I agree for my child's records to be transferred to their receiving school

Name: \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

### **Parental permissions**

#### *E: safety (staff and children)*

There are procedures in place that govern the use of IT equipment on site. Where iPad or similar are used by staff to record children's learning and development or as a management tool, a risk assessment is completed and only equipment owned by the pre- School is used. Visitors to the setting using IT equipment, such as Ofsted or Social Care, are advised of the procedure for its use and must seek prior permission from the setting manager.

In some instances, children will use ICT equipment to promote their learning and development under the supervision of staff. Children do not normally have access to the internet and never have unsupervised access to the internet.

**I give permission for my child to use ICT equipment for the purposes stated above. I understand that there are procedures and risk assessment in place to govern its use and that staff and visitors may also use ICT equipment to record and monitor children's learning and development.**

Signed \_\_\_\_\_

Date \_\_\_\_\_

Sun cream- please apply sun cream before arriving at setting. We will top up as required throughout the day

**I give my permission for a member of Pre- School staff to apply sun cream to my child.**

**I give permission to use sun cream provided my Pre- School / Only use sun cream provided from home**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### *Short trip - general outings*

I give permission for my child to take part in short trips or general outings in the local area. I understand that individual risk assessments are carried out for each type of trip or outing and are available for me to see as required.

Signed \_\_\_\_\_

Date \_\_\_\_\_

### *Communication*

As a rule, we use email or the closed Facebook page as a means of communication. However, we occasionally send out texts/ emails, these are particularly useful for emergency information such as Pre-School closures. Information is only shared with Pre-school staff and committee in this case and information will be destroyed when your child leaves the setting.

I give my permission for the staff at pre-school to contact me via text/ email

Signed \_\_\_\_\_

Date \_\_\_\_\_

### *Policies and Procedures*

Pre-School operate under strictly monitored policies and procedures. Hard copies are available for parent to read, please ask a member of the team. They are also available on the website.

I confirm that information about the setting's policies and procedures has been made available and explained to me, and I understand I can find more information as to how my personal data is handled through the Privacy policy.

Signed \_\_\_\_\_

Date \_\_\_\_\_

### *Photographs and videos*

To record aspects of our curriculum and for children's individual development records, staff often take photographs or videos of children during their play. Only equipment supplied by us is used for this purpose and images taken are for display and for your child's learning records. Images are saved and stored on our equipment securely, and only kept for the period your child is with us. We use Tapestry as our online learning journal provider. We will use this to send you observations that include photographs and videos of your child. If you give permission, group images may be uploaded, this will mean relatives of other children can see these images. Please note, we ask you do not share any images of other children via your own personal social media.

I give permission for my child to be photographs to displayed in the setting

Yes ☐ No ☐

I give my permission for my child's photograph to be used in the local newspaper (Bramley)and on their website

Yes ☐ No ☐

I give my permission for my child's photograph to be used on the pre- School's website

Yes ☐ No ☐



I give my permission photographs/ videos of my child to be used on the Pre- School Closed Facebook page (current parents only) Yes ☐ No ☐

I give permission for photographs/ videos of my child to be used for staff training purposes (in house) Yes ☐ No ☐

I give permission for photographs of my child's to be stuck in Pre-School adventure book Yes ☐ No ☐

I give permission for photographs containing my child to be included in other children's adventure books Yes ☐ No ☐

I understand and agree to treat photographs/ videos containing other children as well as my own for personal use only. This means they cannot be shared in any public place or uploaded to social media.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Please note that consent can ne withdrawn in writing at anytime. These permissions are valid for the duration of your child's time at Pre- School. It is your responsibility to let us know if you would like to withdraw or change consent at any time.**

Name of person filling in this from \_\_\_\_\_

Member of staff \_\_\_\_\_

**Please note this information will be stored in Pre-school in line with GDPR and will be securely destroyed when your child leaves the setting. This information will only be shared with outside agencies with prior permission OR if by sharing the information we believe it will keep the child safe from harm/ abuse.**

## Fees: Contract

£18.00 per 3 hour session



- Farnfield Pre-School, being a non-profit-making organisation, depends on fees to pay wages and bills. Prompt payment or return of Funding Claim Forms is **essential** for Pre-School to operate.
- We reserve a place for your child for a complete half-term and fees are non-refundable. Unfortunately, we cannot offer a refund for holidays or illness as we keep your child's place open for their return.
- Places are released at the end of each term for the following term. Due to high numbers, we cannot save any places for a future term. All spaces are allocated on a first-come-first-served basis.
- Fees are payable half-termly, by bank transfer, childcare vouchers, cash or cheque (payable to Farnfield Pre School Reg Charity No 1022276).** You will receive an invoice at the beginning of each half-term, which should be paid as promptly as possible and no later than the end of each half-term. Please contact Danni or Tammi if you would like to discuss options for payment, for example weekly or monthly instalments.

### *Please note*

Each child's place at Farnfield Pre-School is conditional upon prompt, continued payment of the necessary fees.

When fees have not been received during the current half-term and

- appropriate reminders have been given,
- no reasonable explanation has been received from the parents or carer, your child will automatically lose their place at Pre-School.

**Subject to availability, we can offer ad-hoc places at short notice. These extra sessions will need to be paid for in advance or on the day of the session.**

### **Government Funding**

- At the **beginning of the term following** your child's 3rd birthday he/she will become eligible for up to 15 hours per week (for 38 weeks) and you will be given a Notts County Council Funding Claim Form to complete. You may also qualify for extended funding (15 – 30 hours). This needs to be claimed **before** the start of the term it will apply to. We endeavour to provide all children with as many sessions as possible, but we are restricted by the number of places available.
- Some children may be eligible for '2-year funding' if you meet certain criteria. You will usually receive a letter or email from the County Council if this applies. If your child will receive 2-year funding, please let us know when they start at Pre-School so we can make the necessary claim.
- If you are claiming funding for your child, we ask for a voluntary contribution of 50p per session to help with the cost of supplies, snacks and activities. This can be paid the same way as fees, see details above.
- More information on funding and childcare vouchers can be found at: [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

**Please sign this agreement to qualify for a place at Pre-School.**

✂.....

Contract for payment of fees



I accept the above conditions for payment of my child's fees of £18.00 per session:

CHILD'S NAME ..... PARENT/CARER SIGNATURE ..... DATE .....

## **Absence**

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated safeguarding leads must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision.

- If a child who normally attends fails to arrive and no contact has been received from their parents, the designated person, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services maybe contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, procedure Responding to safeguarding or child protection concerns is immediately followed.

### **Safeguarding vulnerable children**

- The designated safeguarding lead or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.

- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, Safeguarding children, young people and vulnerable adults procedures are followed immediately.

### **Poor/irregular attendance**

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

### **The role of the key person**

*'Each child must be assigned a key person'* (EYFS 2023)

Babies and young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

### **The key person role**

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents on induction and they are introduced to the key person.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time

staff. The setting manager should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.

- The key person spends time daily with his or her key group to ensure their well-being.

## **Parents**

- Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance.
- Key persons support parents in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents.

## **Learning and development**

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents.

## **Safeguarding children**

- The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.

## **Further guidance**

[Being a Key Person in an Early Years Setting](#) (Alliance Publication)

## **Settling in and transitions.**

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

## **Two-year-olds starting a setting for the first time**

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.
- After the induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up.

- Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

### **Three- and four-year-olds**

- After the parent attends for an induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up.
- Parents are encouraged to explain to their child where they are going, and that they will return.

### **For children whose first language is not English**

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

**SETTLING IS DIFFERENT FOR ALL CHILDREN, KEY WORKERS WORK WITH PARENTS AND PLANS ARE DEvised WITH WHAT PARENTS FEEL THEIR CHILD CAN COPE WITH.**

### **Transition to school**

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and are able to

approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

### **Partnership with schools**

- Details of the school that a child will be attending are shared with key workers.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools in order to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents and children.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child and their key person, to discuss and share information that will support the child's transition to school.
- A child's assessment data record is forwarded to the school along with other information that will aid transition and settling in. Parents receive a copy of this.
- Any action plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared in line with procedure 'Transfer of records.'

### **Partnership with parents**

- Key persons discuss transition to school with parents and set aside time to discuss learning and development.
- Key persons will discuss with parents how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

### **Preparing children for leaving**

- Children and parents form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- The child's last day should be prepared for in advance and marked with a special graduation party.
- Parents should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

### **Arrivals and departures**

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

## **Arrivals**

- All children arrive at 9/12, they wait in the playground and come to the door one at a time
- A member of staff greets the children at the door, another member of staff is on hand to help children in the cloak room. The rest of the team are on hand within the play areas to greet and interact with the children. Children may require support from a key person during this time. Staff must offer the flexibility to change positions to meet this need.
- The staff member on the door greets the parents and takes time to hear information the parents need to share. They inform the parents of aspects of the day, such as if there is an agency member of staff or flexible worker in, , any planned outings, or special planned event. Any consent forms are signed.
- Parents are encouraged to say goodbye to their child at the door, it can become unsettling for other children when lots of adults 'mill' around
- Always ensure that the parents say goodbye to their child
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents to the key person when they arrive.
- Key messages are written on the white board and all staff are informed

## **Injuries noted on arrival**

- If a child is noted to have visible injuries when they arrive at the setting an existing injury form is filled in with parents

## **Departures**

- Children are collected at 12/3, parents wait in the playground and come to the door one at a time, a staff member will bring children and their belongings to greet parents at the door
- Children are prepared for home, with clean faces, hands and clothes if required.
- Only persons aged over 16 years should normally collect children (unless they are the parent). If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent. In all cases the setting manager will ask the parents to ensure that in future alternative arrangements are made.
- Educators verbally exchange information with parents.

## **Snack-times and mealtimes**

Children are supervised during mealtimes and always remain within sight and hearing of staff.

### **Snack times**



- A 'snack' is prepared mid-morning and mid-afternoon and can be organised according to the discretion of the setting manager e.g. picnic on a blanket.
- Children may also take turns to help set the table. Children are offered milk or water to drink.
- Children wash their hands before snack-time.
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas and other foods are not cut as rounds, but are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.
- Children arrive as they want refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.

## **Mealtimes**

- Tables are never overcrowded during mealtimes.
- Lunch boxes are arranged on the table for children arriving
- Children wash their hands and sit down
- Some Staff have their lunch with children , those who are eating with the children role-model healthy eating and best practice at all times, for example not drinking cans of fizzy drinks in front of the children.
- Children are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks. They are not made to eat what they do not like and are only encouraged to try new foods slowly.
- In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- Mealtimes are relaxed opportunities for social interaction between children and the adults who care for them.
- Information for parents is shared with parent's regularly via social media, including:
  - Ten Steps for Healthy Toddlers [https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR\\_toddler\\_booklet\\_green.pdf](https://infantandtoddlerforum.org/media/upload/pdf-downloads/HR_toddler_booklet_green.pdf)

## **Intimate care and nappy changing**

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration and learning.

- Children changed within sight or hearing of other staff whilst maintaining their dignity and privacy at all times. (in the bathrooms, with the door open)
- A list is on the white board of those children in nappies and those children who need support toileting
- Nappy changing areas are warm; there are no bright lights shining down in children's eyes.
- Members of staff put on aprons before changing starts and the area is prepared, gloves are always worn for soiled nappies.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Staff ensure nappy changing time is calm and relaxed.
- Key persons are gentle when changing; they allow time for communicating with the child talking, and responding to them. They allow time for play and 'rituals' that the child enjoys, such as gently tickling tummies or toes.
- Staff avoid pulling faces and making negative comment about the nappy contents.
- Staff do not make inappropriate comments about children's genitals, nor attempt to pull back a baby boy's foreskin to clean unless there is a genuine need to do so for hygiene purposes.

### **Nappy changing records.**

- Staff record when they changed the a child and whether the they have passed a stool and if there was anything unusual about it e.g. hard and shiny, soft and runny or an unusual colour.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green or very white indicates a problem, and the child should be taken to the doctor.
- Very soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent should be called to inform them, and that if any further symptoms occur they may be required to collect their child.
- Sometimes a child may have a sore bottom. This may have happened at home as a result of poor care; or the baby may have eaten something that, when passed, created some soreness. The child also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream. I

### **Toileting**

- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.

- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand.
- Wipes are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents. Where this is not possible it is explained to parents the reasons why. The use of wipes achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
- Older children use the toilet when needed and are encouraged to be independent.
- Members of staffs do not wipe older children's bottoms unless there is a need, or unless the child has asked.
- Parents are encouraged to provide enough changes of clothes for 'accidents when children are potty training.
- If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.

## **Sleep and rest time**

Most children who attend Pre-School do not have a 'nap time', however if the child is tired and falls asleep this is supported by the staff.

- Children sleep on rest mats and have their own personalised bedding.
- Hair accessories that may come lose or detach are removed before sleep/rest time.
- Children are settled and comforted to sleep. Staff may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable, they are not left to sleep in a buggy.
- Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff and sign the sheet

Date	Child	Time fell asleep	10 min check	20 min check	30 min check	40 min check	50 min check	60 min check	Time woke up

Further guidance

[Safer Sleep for Babies](http://www.lullabytrust.org.uk/safer-sleep-advice) (Lullaby Trust) [www.lullabytrust.org.uk/safer-sleep-advice](http://www.lullabytrust.org.uk/safer-sleep-advice)

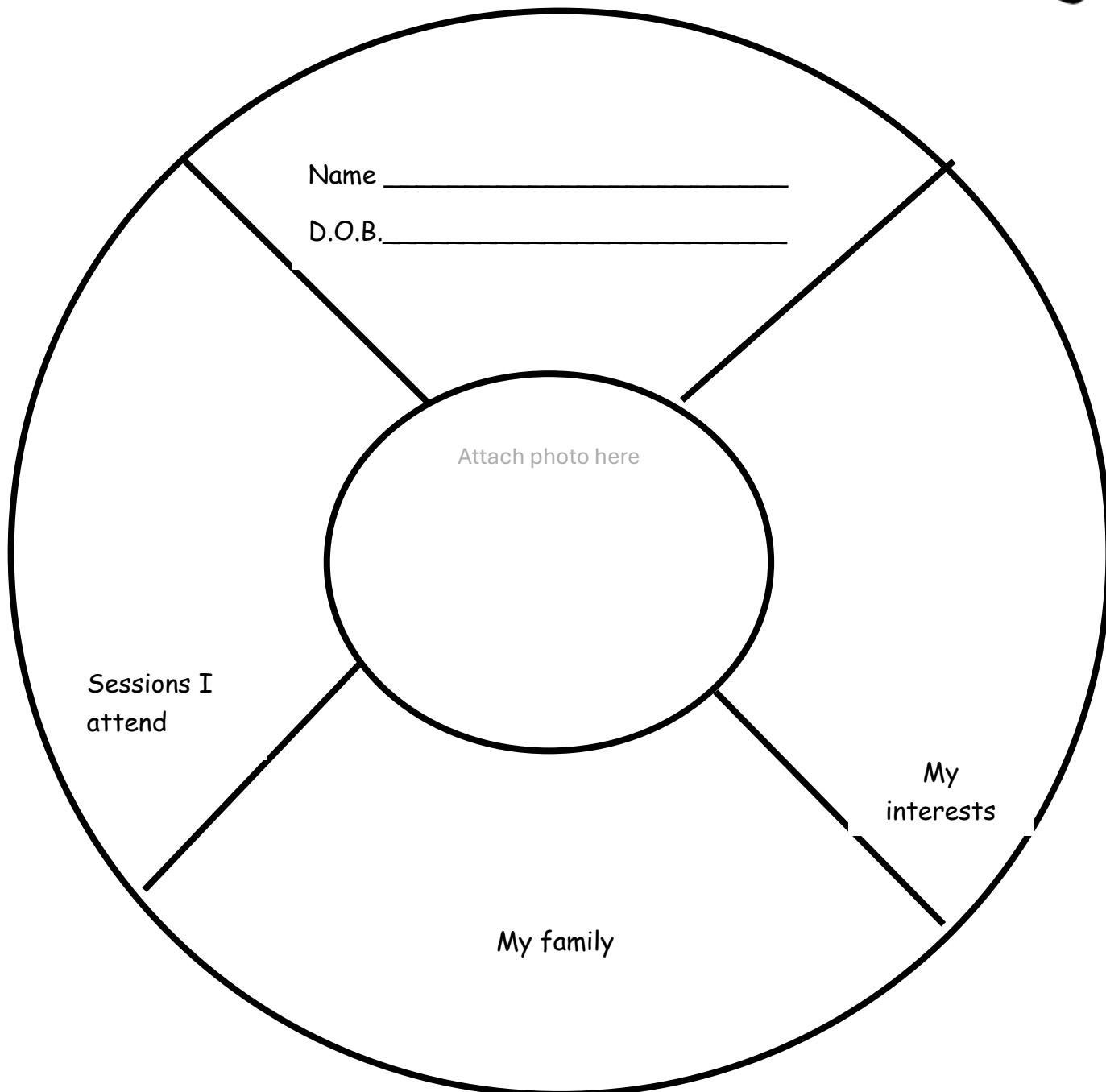
## **Progress check at age two**

- The key person is central to the progress check and must be the person completing it.
- The progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1/2 term before the check is completed.
- Once the timing of the child's progress check is confirmed, parents are invited to discuss their child's progress at a mutually convenient time.

### **Completing the progress check at age two**

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate/
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through 06 Safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
  - to review a child's development in the three prime areas of the EYFS
  - to ensure that parents have a clear picture of their child's development
  - to enable educators to understand the child's needs and, with support from educators, enhance development at home
  - note areas where a child is progressing well and identify any areas where progress is less than expected
  - describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

## 2 Year Old Progress Summary



Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Attach photo here

Sessions I attend

My family

My interests

Key Person (signature) \_\_\_\_\_ Date \_\_\_\_\_

Parent/carers (signature) \_\_\_\_\_ Date \_\_\_\_\_

Summary of Development					
<b>Prime areas of development for:</b> ----- -----	<b>Additional needs?</b> Y / N	<b>Date of Birth:</b> -- / -- / -- -	<b>Date of progress review:</b> -- / -- / --	<b>Age at progress review:</b> _____ months	
<b>Personal, Social and Emotional Development</b> I can .....		<b>Physical Development</b> I can .....		<b>Communication and Language</b> I can .....	
Making relationships:       Sense of self:       Understanding feelings:		Moving and handling:       Health and self-care:		Listening and attention:       Understanding:       Speaking:	
<b>Aspects</b>	<b>Age</b>			<b>Aspects</b>	<b>Age</b>
Making relationships.		<b>Aspects</b>	<b>Age</b>	Listening and attention	
Sense of self.		Moving and handling.		Understanding	
Understanding feelings.		Health and self-care.		Speaking	
Key Person signature: Date:					

What Next
<b>Child's name:</b>
<b>Next Steps to support my learning and development in the setting:</b>
<b>What parents/carers can do to support my learning and development at home:</b>

<b>This is what my key person feels about my progress:</b>
<b>Are there any identified areas where further support is needed? Yes/No</b>  <b>If yes what further support has been agreed?</b>
<b>This is what my family feel about my progress:</b>
<b>Date:</b> <b>Name:</b> <b>Signature:</b>

Health summary for parents to fill in

<b>Is your child:</b>				
Registered with a GP	Registered with a dentist		Under the care of any other health professional	
<b>Do you have any concerns about your child's?</b>				
Walking	Talking	Hearing	Sight	Happiness
<b>Would you like help with your child's:</b>				
Eating and healthy weight	Toilet training		Hearing	Sight
<b>Early help: stopping small issues from becoming big problems</b> <b>Would you like:</b>				
Advice from your early years practitioner	Advice from your health visitor	Referral to your local Sure Start Children's Centre	Referral to your local Family Hub	

