

# **How to complete the Early Years Foundation Stage (EYFS) Progress Check at age two - 2021**

Guidance for Early Years settings and schools  
(for use after September 2021)

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Childcare providers and health teams are now expected to integrate the reviews they complete when a child is two years old. Surrey County Council has worked with health visiting teams across Surrey to come up with a process to integrate the two reviews. We have also produced a template for childcare providers to use when you complete the EYFS progress check at age two. This guidance document explains how to complete the review and what you need to do with it next to make sure the information sharing process works.

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## **How the health visiting 27-month review works in Surrey**

In Surrey, health visiting teams send parents a letter inviting them to their child's health and development review just before they are 27 months old.

That letter includes two Ages and Stages Questionnaires (ASQ-3 and ASQ:SE-2). These questionnaires are screening tools that assess developmental progress and make it easier to identify a child's strengths as well as areas where they may need support. Parents are encouraged to fill in the questionnaires with their child just before the appointment and take it along on the day.

The letter also asks parents to bring their child's health record (red book) and their EYFS progress check at age two document to their appointment.

The review will take place at a Family Centre, clinic or community building and will last one hour. During this time, up to six children and their parents will take part in a session led by two Community Nursery Nurses. The Community Nursery Nurses will review the questionnaires and the EYFS progress check at age two document for each child, as well as talk to parents on an individual basis and observe children in their play and interactions. They will use all this information to assess whether the child is progressing as they should be.

The Community Nursery Nurses have a very short amount of time to assess the child. You will have had weeks, months or even years to get to know them so the information you provide on the EYFS progress check at age two document could be invaluable. Therefore, it is important that, where possible, your complete page 38a of the child's personal health record (red book) before children are 27 months old so parents can take the information with them to their child's appointment. If the parent does not bring the red book along to the meeting please ask them to take the full review document with them to share with the Community Nursery Nurse.

Read on for a more detailed explanation of the process.

## How to prepare for the progress check at age two

**Step 1** – Make sure you have consent from parents to share information with other professionals. Even if you have this as part of your privacy notice and information sharing policy you will need parents to give explicit permission to share the EYFS progress check at two with the health visiting team.

**Step 2** - Set up a process within your setting to identify when each child needs to have their early years review. Remember that the review ideally needs to happen when each child is **between 24 and 26 months** olds so it can be completed, shared with parents and you can complete page 38a of the child's personal child health record (red book) before the health visiting 27 months old review.

**Step 3** – Tell parents about the new integrated review at age two.

Add general information to your website or newsletters so all parents have heard about the integrated review before their child turns two and knows what to expect.

We do not want parents to ignore a letter from the NHS inviting them to a 27 month review for their child because they think their child is having a review with you, so we recommend that you explain that the two reviews are different and both are important. It is imperative that a child has both checks so please reiterate this to parents.

**Step 4** – Tell parents about their child's EYFS progress check at age two and invite them to a meeting. The child's key person should contact the parents of each two-year-old to tell them about the review and invite them to a meeting after the review is completed. We have written a sample letter that you can email or post out. This letter explains what the integrated review at age two is and why the reviews that childcare providers and health complete are both important.

## How to complete the Early Years Foundation Stage progress check at age two template

We recommend the child's key person carry out the review. At the top of the first page there is basic information, like the child's name, age, and your setting name as well as two larger boxes for general comments from the child's key person and parents. We suggest that you fill in the comments box last and complete the parents comment box with parents at the meeting. There is also a box where you can record the date of the child's health visiting 27-month review. Please ask the child's parent/carer for this information and remind them of the importance of sharing the document with the health visiting team. If they have not yet had their 27-month review, please ask the parents to contact their health visiting team just before the child turns 27 months if they don't receive a letter from the health visiting team.

At the bottom of the first page there is a small section with questions about the child. Circle yes or no in response to the questions.

The rest of the template concentrates on the three prime learning and development areas of the Early Years Foundation Stage (EYFS) and the characteristics of effective teaching and learning. In the boxes you need to write a summary of the child's development in each area. Practitioners will use their own knowledge of child development, information from parents and carers and observations of children to make a judgement about how children are progressing. There are several support tools available to help practitioners identify expected development for children and outline the role of the adult in supporting children to learn and develop. These include Development Matters and Birth to Five Matters.

For each of the prime areas you need to record any strengths the child has and any areas where the child's progress is less than expected, if there are any. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate. You must describe the activities, teaching opportunities and strategies you intend to adopt to address any issues or concerns on the document.

If you or the parents have any concerns about the child's development, you should identify appropriate assessment tools that can support you to identify the key issues and to develop targeted interventions to support the child. There are a range of tools that can support this including (but not limited to):

- Early Language Monitoring tool
- Universally Speaking
- Teaching Talking (Ann Locke)
- I CAN Progress Checker
- Thrive online assessment tool
- Early language identification measure and intervention (ELIM)

Other tools available to support you with developing appropriate interventions include (but not limited to):

- Children and Families Health Surrey Speech and Language resource pack
- Occupational Therapy resource pack
- Early Talk Boost – ICAN

### **Signatures and permission to share information**

Once you have completed the document, sign the last page. During your meeting with the parents, you must ask the parent to sign the document and encourage them to fill in their comments box on the first page. You need to request that parents share this with the health visiting team at their 27 month review and if after completion and consultation with parents you feel a referral to external agencies is required, you must list the agencies whom you are referring too and parents need to sign in the final box on the document.

### **What to do with the EYFS progress check at age two document once you have completed it:**

Once you have completed the document, you need to share it with the child's parent. Ideally this would be done at a face to face meeting. You will have already asked the parents to bring along the red book to the meeting so during the meeting please complete page 38a. During that meeting you should:

- talk to the parent about their child's progress, whether you have any concerns and what you are suggesting that the adults (at home and in the setting) will do to support the child's progress
- ask the parent to sign the document and encourage them to fill in their comments box
- explain why they should also go to their child's 27-month health and development review and share the early years review information with them.

If the parent has forgotten their red book, please ask them to bring the book in another time for you to complete.

### **How to complete the early years review at age two if a child starts at your setting after they have had their health and development review**

If a child has not been in childcare before (and therefore not had an early years review completed by another setting) you will need to complete the early years review even if they start with you after they have had their health and development review. We recommend that you do the check within six weeks of the child starting at your setting or before they turn three if that is going to happen earlier.

When you tell the parent about the early years review at age two, you could ask them to tell you about their child's health and development review and ask to see their red book. You could then use this information to inform your review.

All the other steps explained above will be the same but during the meeting with the child's parent you will not need to insert the early years review document into the child's red book.

If the child has already had an early year's review completed by their previous setting, you don't have to do another one, but you may want to ask the parent to share that review with you.

### **What to do if a child goes to more than one setting**

We recommend that the child's early years review is carried out by the setting where the child spends the most amount of time. If you don't know where this is or if there is an even split of time over the week, talk to the parents and the other setting and decide together who is best placed to do the review. If you are completing the review, would it be helpful to include the views of the other setting?

### **What happens after a child has had their health and development review**

If the health visiting team do not see any problems with the way the child is developing, then nothing else will happen. They will just encourage the parent to talk to their child's setting about what happened in the health and development review.

If the health visiting team think the child needs more support, then as well as encouraging the parent to tell their child's setting, the health visiting team will also contact you directly to talk about the next steps, if parents give consent for them to do so.

### **What to do if you have concerns about a child's development**

If you are worried about a child's development, you should always talk to the parents about your concerns.

If you feel support is needed for the family and there are no services currently involved in supporting the family, or you feel there is a safeguarding concern for the child then please contact the Surrey Children – Single Point of Access (C-SPA) on 0300 470 9100 or 01483 517898 (out of hours) or make a referral using the [request for support form](#).

If you feel that the child needs targeted or specialist support from one of the health therapy services below then please refer using the One Stop referral system. More information can be found [here](#).

- Paediatric Occupational Therapy
- Paediatric Physiotherapy
- Paediatric Speech and Language Therapy (early years and acute intervention)
- Enuresis and Continence (integrated enuresis and continence assessment and treatment service)
- Tongue Tie (Ankyloglossia)
- PIMHS (Parent-Infant Mental Health Service)
- Nutrition and Dietetics (Please note: Nutrition & Dietetics referrals can only be accepted from Surrey Downs)
- Community Developmental Paediatrician Service.

If you would like any support, then please contact the Early Years Team using the below email addresses:

[earlyyearsadvisors@surreycc.gov.uk](mailto:earlyyearsadvisors@surreycc.gov.uk)

### **Flowchart of the process**

