



Purpose: It is a statutory requirement that when a child is aged between two and three that practitioners must review their progress and provide parents and/or carers with a short-written summary of their child's development in the prime areas in the EYFS.

Full name:

Date of birth:

Date of assessment:

Age in months at assessment:

House no. and postcode:

Home languages:

Setting name and telephone number:

Other settings attended:

Date of entry to setting:

Two Year Entitlement: Yes/No

**Attendance** (*patterns of attendance, no. of contracted hours*)

Name and role of any other professionals working with the child:

<p><b>The Child as a Learner</b>  <i>Give an overview of the child as a learner and their interests – refer to the 3 characteristics of effective learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Playing and Exploring</i></li> <li>• <i>Active Learning</i></li> <li>• <i>Creating &amp; Thinking Critically</i></li> </ul>	<p>What I can do now:</p>  <p>What I might do next with support :</p>
<p><b>Communication and Language Development</b>  <i>Significant Comments relating to:</i></p> <p><i>Speaking- range of words used, putting 2 or 3 words together in short sentences</i>  <i>Asking simple questions</i>  <i>Understanding simple instructions</i>  <i>Understanding of simple words</i>  <i>Listening and attention – showing an interest in stories, rhymes, showing an interest in what other children are playing</i></p> <p><i>(include achievements in home language)</i></p>	<p>What I can do now:</p>  <p>What I might do next with support :</p>
<p><b>Personal Social and Emotional Development</b>  <i>Significant Comments relating to:</i></p> <p><i>Expressing emotions</i>  <i>Confidence</i>  <i>Sense of independence</i>  <i>Sense of self</i>  <i>Having preferences and making simple choices/decisions</i>  <i>Making relationships with adults</i>  <i>Forming friendships</i>  <i>Learning to use the toilet/potty training</i></p>	<p>What I can do now:</p>  <p>What I might do next with support :</p>
<p><b>Physical Development</b>  <i>Significant Comments relating to:</i></p> <p><i>Gross motor skills</i>  <i>Fine motor skills</i>  <i>Core strength and co-ordination</i></p>	<p>What I can do now:</p>  <p>What I might do next with support :</p>

## Child's voice (I like, I am interested in)

Note what the child enjoys. Note their current fascinations and emerging interests:

Ideas for how you can support my learning and development at home? At home my family can help me by:

### Parent/ Carer's voice

What have they noticed about their child's progress, interests or needs? Are there any concerns?

Useful sources of information for parents and carers:

<https://hungrylittleminds.campaign.gov.uk/>

<https://www.bbc.co.uk/tiny-happy-people>

[Look, Say, Sing, Play NSPCC resources for parents](#)

<https://www.eric.org.uk/> (toileting advice)

Assessment Information - Highlight if you feel the child is at the expected level or requires more support

Communication and Language	Speaking	expected level of development for age	additional support required
	Listening & Attention	expected level of development for age	additional support required
	Understanding	expected level of development for age	additional support required
Personal, Social & Emotional Development	Emotions	expected level of development for age	additional support required
	Sense of Self	expected level of development for age	additional support required
	Relationships	expected level of development for age	additional support required
Physical development	Gross Motor Skills	expected level of development for age	additional support required
	Fine Motor Skills	expected level of development for age	additional support required

Is there additional support required for toilet training?

Yes/No

Request by setting for contact from a health professional (setting to highlight either yes or no)

Yes/No

(This is not necessarily a request for an Integrated Review)

Setting leader's signature below indicates confirmation that the setting has shared this 2-year progress check information with parents/ carers.

Setting Leader's Signature & Date:

Key Person's Signature & Date:

**Setting must share these statements with parents/carers and highlight either has agreed/not agreed and date this section**

- Parent/carer have agreed/not agreed to the information from this report being shared with Public Health 0-19 Services.
- Parent/carer have agreed/not agreed to share this data with Family Centres so that they can plan future services and provisions that may benefit children of Barnsley in the future. Date:

For full details of your data privacy rights and how BMBC will look after and protect your privacy please go to:

<https://www.barnsley.gov.uk/services/information-and-privacy/your-privacy/>