



2 Year Progress Check Guidance

**A guide to completing the
BMBC 2 year progress
check template**

September 2021

The Barnsley 2 year progress check process

We have reviewed our BMBC 2 year progress check template in light of the EYFS Reforms September 2021. The following pages contain detailed step by step information about the revised template and the process for sharing the information with BMBC.



‘When a child is aged between two and three, 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. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. 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’ (**Statutory Framework March 2021, effective 1st September 2021**)

Quality Assessment – Getting it right

The progress check should be based on high-quality, ongoing assessment, including the contributions of parents/carers and young children, and working effectively with other professionals when needed. Early identification is crucial and early intervention and working in partnership can make a difference to the outcomes of young children.

Engaging parents in the 2 year progress check process

Parents are their child’s first and most enduring educators, with in-depth knowledge of their child’s, physical, emotional and language development over time. This knowledge should be reflected in both on-going dialogue and in the 2 year progress check. Sharing of regular two-way observations on learning and development with parents, leads to improved cognitive, social and emotional outcomes for children.

Parents and practitioners should reflect together on:

- what a child likes to do;
- what he/she is trying to master or has just learned;
- any new words/language structures that are emerging; **and**
- any interests or patterns in play and exploration that are being observed currently

Our BMBC 2 year progress check template






If you are using our BMBC 2 year progress check template, we kindly ask that you use this revised version from September 2021 onwards. We know that many of our settings and childminders do choose to use our template and this consistency across Barnsley actively supports and strengthens our partnership working with 0-19 Public Health Nursing Service.

We kindly ask for all completed 2 year progress checks to be securely emailed direct to us at 2yearcheck@barnsley.gov.uk. We will then ensure this information is sent to the 0-19 Public Health Nursing Service Team.

The first part of this process is that **we will send you a secure email each term** from 2yearcheck@barnsley.gov.uk for you to reply to. You should **retain this email and use this every time you have completed 2 year progress checks**


to send. If you need us to re-send you a secure email at any time just let us know by emailing 2yearcheck@barnsley.gov.uk

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A look in detail at our revised BMBC 2 year progress check template - What has changed?

Please include the child's **home language** or **languages**, this will help us gain an insight into the range of home languages our early years children speak. If the child speaks English as an additional language, please note other languages that are spoken in the home environment. Below is a screenshot of where this has been added to the template (see highlighted section).



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 (<i>patterns of attendance, no. of contracted hours</i>)		
Name and role of any other professionals working with the child:		

The Child as a Learner <i>Give an overview of the child as a learner and their interests – refer to the 3 characteristics of effective learning:</i> <ul style="list-style-type: none"> • Playing and Exploring • Active Learning • Creating & Thinking Critically 	What I can do now: What I might do next with support :
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The 'child as a learner' section refers to the **characteristics of effective teaching and learning** (see screenshot above). This section now has two prompts;

- What I can do now?
- What might I do next with support?

Think about what the child is **currently doing** and their interests, what are they choosing to explore or are curious about. Then think about **what they might do next with your support**. There is an example completed 2 year progress check we have produced that you might wish to refer to (*See Example 2 year check completed for Hattie*)

Here are prompts to support you with this completing this section:

Playing and exploring – Engagement. Is the child interested in exploring their world using their senses? Are experiences from home reflected in their learning/play? Are they willing to have a go at new experiences and challenges?

Active learning – Motivation. Does the child enjoy involvement in new experiences? Do they persist when things become difficult? Enjoying achieving what they set out to do: Do they show pride and satisfaction?

Creating and thinking critically – Thinking. Are they innovative in their learning/play and have their own ideas? Do they make links in their learning/play?

Communication and Language Development

Communication and Language Development <i>Significant Comments relating to:</i> <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> <i>(include achievements in home language)</i>	What I can do now: What I might do next with support :
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This section now has two prompts;

- What I can do now?
- What might I do next with support?

In the '**what I can do now**' section, identify the child's skills in Communication and Language and where they are progressing well. Consider:

- How do they communicate their needs?

- Whether the child can make their needs known
- How do they interact with other children/ adults?
- Do they ask for help?
- Do they understand what is said?
- Do they follow simple instructions?
- Do they initiate conversation?

Communication and Language Development

Significant Comments relating to:

Speaking- range of words used, putting 2 or 3 words together in short sentences

Asking simple questions

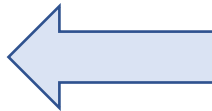
Understanding simple instructions

Understanding of simple words

Listening and attention – showing an interest in stories, rhymes, showing an interest in what other children are playing

(include achievements in home language)

Use the support information in the box to the left of the comments section to help frame your significant comments . Give examples of what the child is doing in relation to listening and attention, understanding and speaking.



In the **‘what I might do next with support’** section try and focus on any areas where progress might be less than expected and consider what is developmentally appropriate. It is important to ensure positive language is used throughout. It might be helpful to look at the **Two Year Progress Check Toolkit** to support you to consider what the typical developmental milestones are and therefore what might be appropriate for the child next.

Personal, Social and Emotional Development

Personal Social and Emotional Development

Significant Comments relating to:

Expressing emotions

Expressing Confidence

Sense of independence

Sense of self

Having preferences and making simple choices/decisions

Making relationships with adults

Forming friendships

Learning to use the toilet/potty training

What I can do now:

What I might do next with support :

This section now has two prompts;

- **What I can do now?**
- **What might I do next with support?**

In the **'what I can do now'** section, identify the child's dispositions and where they are progressing well. Consider:

- How the child settles
- How they separate from parents/carers
- How they interact with peers and adults
- How they respond to their key person
- How do they play (alone, alongside/ co-operatively)?
- Do they approach other children to play?
- Do they show confidence in choosing resources or activities?

Use the support information in the box to the left of the comments section to help frame your significant comments . Give examples of what the child is doing in relation to interacting with other children and adults, expressing their preferences and their confidence. Make a note of the child's development in relation to toilet training .

Personal Social and Emotional Development

Significant Comments relating to:

Expressing emotions

Confidence

Sense of independence

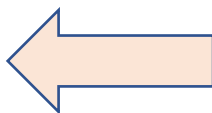
Sense of self

Having preferences and making simple choices/decisions

Making relationships with adults

Forming friendships

Learning to use the toilet/potty training



In the **‘what I might do next with support’** section try and focus on any areas where progress might be less than expected and consider what is developmentally appropriate. It is important to ensure positive language is used throughout. It might be helpful to look at the **Two Year Progress Check Toolkit** to support you to consider what the typical developmental milestones are and therefore what might be appropriate for the child next.

Physical Development

Physical Development

Significant Comments relating to:

Gross motor skills

Fine motor skills

Core strength and co-ordination

What I can do now:

What I might do next with support :

This section now has two prompts;

- What I can do now?
- What might I do next with support?

In the **'what I can do now'** section, identify the child's skills and where they are progressing well. Consider:

- How confident are they with handling resources/ toys/ tools?
- Can the child run well, kick a ball, and jump with both feet off the ground at the same time?

Use the support information in the box to the left of the comments section to help frame your significant comments
 . Give examples of what the child is doing in relation to their movement and co-ordination

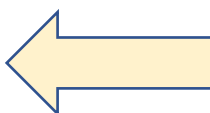
Physical Development

Significant Comments relating to:

Gross motor skills

Fine motor skills

Core strength and co-ordination



In the ‘**what I might do next with support**’ section try and focus on any areas where progress might be less than expected and consider what is developmentally appropriate. It is important to ensure positive language is used throughout. It might be helpful to look at the **Two Year Progress Check Toolkit** to support you to consider what the typical developmental milestones are and therefore what might be appropriate for the child next.

Supporting Parents/Carers

Parents/carers must be involved if the assessment of the child’s learning and development is to be meaningful and useful. Parents/carers know their child well and have an in depth knowledge of their child’s learning and development over time. Be sensitive to parents/carers needs and acknowledge that some parents/carers may need more support with the information you share with them.

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)

Ideas for supporting learning at home

Identify what parents/carers could do at home to support their child. Encourage parents/carers to use opportunities that are part of everyday life to support a child’s learning

We have included useful links to online resources parents and carers might want to look at for ideas (Tiny Happy People, Hungry Little Minds, Look, Say, Sing, Play and ERIC which is specifically for toilet training support)

Identifying if the child is at the expected level of development or requires further support

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

The assessment information is designed to provide an overview of if the child is at the expected level of development, given their age or if they might require additional support. The eight headings are designed to fit whether you use Development Matters or other non-statutory guidance materials (such as Birth to 5 Matters) as your approach to assessment in the EYFS. For each statement within Communication and Language, PSED and Physical Development the practitioner must use their professional judgement to consider whether a child is at the expected level of development given their **age in months**.

It is very important to carefully consider the child's age in months at the time of completing this assessment as some two year olds may be assessed nearer to their third birthday (36 months), depending on when they started at the setting. It might be helpful to refer to our **Two Year Progress Check Toolkit – information to support accurate assessment at age two**.

The **Two Year Progress Check Toolkit** specifically considers expected development of children aged between 18 months and 36 months to help practitioners to judge if a child may need additional support in the Prime Areas. If you have a child that is outside of these developmental milestones, then please consider using additional assessment support tools for help with identification of difficulties.

What might additional support required look like in my setting?

If you are highlighting that additional support is required, then you need to have thought carefully about what this might mean in practice and who will be supporting the child so you can communicate this clearly to parents/carers. Examples of the support you might need to provide include:

- you might use WellComm as a screening and intervention tool to support speech, language and communication needs.
- you might support the child to join in playing with others and help them to enjoy the company of other children
- you might support the child to feel less anxious to leave their parents/carers at the start of a session
- you might support the child with moving around the space safely and developing their physical competence

It is important to remember that every child is unique and their developmental progression from birth to five across the prime and specific areas of learning will follow an individual path. At any one point in time a child may appear to be more developed in some areas than in others. Likewise, periods of rapid development in one area may be followed by a slower rate of development for a period of time. It is therefore very important that practitioners are sensitive to these factors if they observe that a child appears to be developing at a slower pace in any area. This does not necessarily point to a deficit or specific need in that area but may simply be the developmental status of the child at that point in time. Practitioners will find it helpful to observe further and gather additional information alongside seeking further support from the setting leader, SENCO or other professionals, for example a health professional (this could be to undertake an Integrated Review meeting) .

If there are any concerns about a child's development, then practitioners and parents should consider all contextual information about a child before taking any further steps. For example, has the arrival of a new sibling in the family caused a child to regress to younger patterns of behaviour? Are there signs that the child is about to make a developmental leap in this area?

If any concerns are raised, it should be based on ongoing assessment observations of the child in a range of contexts in the setting and preferably also by the parents observing the child at home. The 2 year progress check should be a key part of the early identification process.

Below are three different scenarios based on the children **Tommy**, **Hattie** and **Bertie** to give you an idea of how the assessment information might be highlighted on our BMBC 2 year progress check template for children with different developmental needs. The scenario for Hattie is based on the example 2 year progress check we have provided.

Meet Tommy

Tommy is aged 28 months and attends a childminder for 2 days a week and a private day nursery for 3 days a week. Tommy and his family have been supported by the Portage Team and by a range of professionals including a paediatrician, physiotherapist and speech therapist.



Both the nursery and childminder attend multi disciplinary meetings to support Tommy and also use the Early Years Development Journal as a way of recording, celebrating and supporting his progress. The childminder and nursery have met to discuss Tommy's 2 year progress check. Nursery have completed this with the input from the childminder. They both know Tommy really well and together can provide a good overview of his development .

There was no need for an Integrated Review meeting to be held for Tommy because a range of professionals are already involved and his needs are clearly identified and being met. On the BMBC 2 year progress check 'additional support required' has been highlighted in most areas, however both the childminder and the nursery are providing this additional support and parents are fully aware of how his needs are being met by everyone involved.

Meet Hattie

Hattie is aged 27 months and attends a pre school from 9-12 Monday to Friday. She spends her afternoons at home with either her mum or her dad.

Hattie's key person and parents have both identified that her speech is not quite as expected for her age and have been talking together about how best to support her.



Hattie's mum is also worried about the way she sometimes behaves towards other children when she is frustrated.

Hattie's key person has suggested an Integrated Review meeting is arranged. This will give mum and dad the opportunity to talk with both the setting and a health colleague about Hattie's speech and any other concerns they might have.

On the BMBC 2 year progress check 'additional support required' has been highlighted for speaking, listening and attention and emotions. Hattie's parents were not surprised by this as they had regular conversations with the key person.

Angie the key person has given mum ideas for useful websites for ideas of games to play and stories to read at home. The setting will use WellComm - Speech and Language Toolkit for Screening and Intervention for Early Years

Meet Bertie

Bertie is aged 31 months and attends a local childminder for 4 days a week, he spends every Friday with his grandma and grandad.



Bertie is meeting all the milestones expected for his age and is developing as expected. There are no concerns from his mummy or from his childminder. Bertie has had his health review at age 2 with a child development practitioner, he was 25 months then and there were also no concerns raised about his development.

On the BMBC 2 year progress check Bertie has been highlighted as being at the expected level of development for his age in all areas. His childminder is going to make contact with the local school soon as Bertie will be starting in the school nursery 5 mornings a week. He will continue to attend the childminder in the afternoons and the childminder will work closely with the school nursery to support Bertie's learning and development.

Is there additional support required for toilet training?	Yes/No
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By age 2 some children will be dry during the day, but this is still quite early. By age 3 nine out of ten children are dry most days, but even then, all children have the odd accident, especially when they are excited, upset or absorbed in something else. Most parents start to think about potty training when their child is aged 2 to 2 and a half, but there is no perfect time ([NHS How to potty train](#))

It is important here to consider the child's age in months at the point of completing the 2 year progress check and what you know from talking to the child's parents/carers about their approach to potty training with their child. These toilet training conversations will undoubtedly have been discussed as part of the child's setting in time - if the child is new to your setting. If the child is not new to your setting it will be important to broach the subject of toilet training with parents when you feel this is appropriate to do so.

You will need to consider if given the child's age they are progressing well towards potty training/using the toilet and in which case you would highlight that there is **no** additional support required. However, it may be that the family and the child may need more support with this developmental milestone in which case you would highlight **yes** there is additional support required. It will be important to explain to parents/carers why you have highlighted either yes or no to the statement, being sensitive to the family's circumstances. It could be that you explain that no additional support is required because the child is doing really well with toilet training and although they might not be fully dry they are progressing as expected. The conversation might however be that you feel the family might benefit from some additional support for toilet training and how you can facilitate this.

The support required might be for the parents at home and this could be from either from the setting or from 0-19 Public Health Nursing Service colleagues. For example, the setting might provide a leaflet on potty training, a potty pack or share links to the ERIC website or NHS website - How to potty train. If an integrated review is completed the support could be from the Child Development Practitioner (CDP) or the Health Visitor (HV) depending on the needs identified.

Important reminders when completing the BMBC 2 year progress check

Please do check through your information prior to submitting the 2 year progress check via email, unfortunately if there is missing information from the below list then we are unable to accept and will send an email asking for it to be re-sent:

- ✗ Child's full name is missing
- ✗ Missing DOB
- ✗ Missing house number & postcode
- ✗ Missing setting leader's signature & date
- ✗ Consent section is not highlighted – either one or both are not highlighted
- ✗ Request for health contact is not highlighted either with yes or no

The following sections remain the same as on our previous BMBC 2 year progress check template (the July 2020 version)

Signatures Section

Parents will not be required to sign the 2 year progress check that is emailed to BMBC. Instead, once the information has been shared with parents and they have received their copy, the setting leader will sign (by typing) their name in the box below and dating. By doing so the setting is confirming that the 2 year progress check has been shared with the parents/carers. The key person will also sign (by typing) their name in the relevant box and dating.



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:

Consent Section

This section containing two statements to **highlight**, this acknowledges that parents/carers are consenting to the information being shared with health colleagues and family centres. This will need a careful explanation to parents/carers to ensure that they are aware that 0-19 Public Health Nursing Service will receive a copy of the 2 year progress check to be placed in the child's health record (this is the first consent statement) The second statement means that BMBC collate the data, specifically this refers to the process of the Early Start and Family Services team retaining children's data for early identification purposes.

In order to strengthen our early identification procedures, we would urge you to encourage parents/carers to give their consent to ensure the best possible outcomes for children.

Parents should be informed that that they can withdraw their consent at any point by contacting the early years consultant team (EYFSConsultants@barnsley.gov.uk)

Here are the two separate consent statements (see bullet points) to share with parents and obtain their verbal consent and date.



(Setting must highlight either has agreed/not agreed and date)

- Parent/carer have agreed/not agreed to the data 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/>

Here is an example of how to complete where **consent is given**



(Setting must highlight either has agreed/not agreed and date)

- Parent/carer **have agreed**/not agreed to the data 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:

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If parents/carers choose **not** to give their consent **on both** statements then we cannot receive a copy of the 2 year progress check for their child, in this scenario the 2 year progress check would only be kept in your setting and given only to the parent/carer, therefore it could not be emailed to us and sent to 0-19 Public Health Nursing Service.

Here is an example where consent is not given to one or both statements, meaning the form is not to be sent to BMBC. **Please note we can only accept 2 year checks where both consent statements are marked as 'have agreed'.**



(Setting must highlight either has agreed/not agreed and date)

- Parent/carer have agreed/**not agreed** to the data 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/>

Requesting contact from 0-19 Public Health Nursing Service

Please ensure that the '**requesting contact from a health colleague**' is not left blank and is highlighted with either a **Yes/ No**. It is important to complete this section in order that health colleagues can follow up any actions required. Therefore, please make sure that this part of the form is completed for each child assessed.



Request by setting for contact from health professional (setting to highlight either yes or no)
Yes/No
(This is not necessarily a request for an Integrated Review)

Here is an example if contact from health is requested, this is for if you wish to discuss the child and possibly arrange an integrated review.



Request by setting for contact from health professional (setting to highlight either yes or no)
Yes/No
(This is not necessarily a request for an Integrated Review)

If you are already in contact with a health colleague regarding a particular child then mark '**No**' **but please do include a comment to say that health are already involved and include the name and role of any other professionals working with the child in the relevant section at the top of the form**

A practitioner from the 0-19 Public Health Nursing Service will endeavour to respond to your request within 10 working days of receipt of the 2 year progress check. Please contact the Single Point of Access (SPA) contact number on 01226 774411 if you need to follow up.

What about if I choose to use an alternative 2 year progress check template?

If you do choose to use an alternative 2 year progress check template, please ensure you have obtained parents/carers consent to share the information specifically with 0-19 Public Health Nursing Service and BMBC Early Start and Family Services and that this is made clear in your own record keeping systems in order to comply with data protection requirements. **Please do include a request for contact from 0-19 Public Health Nursing Service on your own template.**

Please also ensure your alternative template includes the below:

- ✓ Child's date of birth
- ✓ Assessment date
- ✓ Child's home postcode and house number (we require this to find the child's health records)

What happens if I am not able to complete 2 the year progress checks electronically?

For those settings not able to complete the 2 year progress electronically but instead write this, we ask that you kindly provide us with a copy by either scanning or very clearly photographing the 2 year progress check and attaching this to a secure email to 2yearcheck@barnsley.gov.uk. Where this is not possible we ask that you kindly provide a paper copy to the main family centre in your area. Please see previously provided 'family centre setting list' to check which centre your setting falls within (if you do not have a copy of this please email 2yearcheck@barnsley.gov.uk to request it.)

How to send a completed 2 year progress check to BMBC via secure email

- ✓ Please reply to the Egress secure email you have been sent in order to send your 2 year progress checks to 2yearcheck@barnsley.gov.uk This is your master email to reply to each time you have completed 2 progress checks to email
- ✓ If you have not retained the master secure email that you were sent then you will need to email us at 2yearcheck@barnsley.gov.uk to request a further secure email for you to reply to
- ✓ Please name each 2 year progress check attached in the email as follows; '**child's full name 2YR check**' (for example **Billy Smith 2YR check**)
- ✓ You can attach several completed 2 year progress checks to one email, rather than sending a separate email with each attachment
- ✓ Please mark the **subject heading** of your email as one of the following, depending on which is your main family centre '**2 year checks Athersley/Grimethorpe/Kendray & Worsborough/Darfield/Thurnscoe**'. Please refer to the setting list for each area for your reference if you are unsure which is your main family centre site. This is important as it will support us to deal with your email efficiently.
- ✓ Please ensure any completed 2 year progress checks are emailed securely to us at 2yearcheck@barnsley.gov.uk as soon as possible following completion and after being shared with parents/carers. This is particularly important if you are requesting contact from 0-19 Public Health Nursing Service.

Frequently Asked Questions

How many weeks/months should you know a child for before completing the 2 year progress check?

It is important to consider what is a reasonable settling-in period for the child before completing the 2 year progress check. This is likely to be dependent on patterns of attendance, but 6 -8 weeks may be seen as a reasonable time-frame. Remember that the views of the parents and the voice of child should contribute to the 2 year progress check, so induction meetings and starting point observations will help gather information to inform the check. In some cases, a child may start leading up to their 3rd birthday and you would need to complete the 2 year progress check before they turn three to meet the statutory requirement.

Do childminders have to complete the 2 year progress check?

Yes, childminders do have to complete the 2 year progress check; unless the child is in a setting for a greater proportion of the day than they are with the childminder. If this were the case, the setting would complete a 2 year progress check and it would be good practice to liaise with the childminder completing the check with permission from the parents/carers.

If a childminder or another setting has already carried out a 2 year progress check, does a setting also have to complete one when a child starts with them?

No, if the parents have already received a 2 year progress check from another provider, then you do not need to complete the statutory check. It would be helpful if parents can share the information from the 2 year progress check with you and it is recommended that you request a copy from the previous setting if this is not forwarded on to you. Good practice is to pass on the completed 2 year progress check as part of the transition to a new setting. You should continue to keep the progress of the child under review as you would for any other child in your setting throughout the early years and, if their progress in any prime area gives you cause for concern, then you must discuss with parents how best to support the child.

What happens if a child does not enter a setting until their funded place becomes available at 3+?

If a child enters the setting after the age of 3 years, then you do not need to complete the 2 year progress check.

When a child attends two settings or a setting and a childminder who is responsible for completing the 2 year progress check?

The 2 year progress check should be completed by the setting where the child spends the most time. It would be good practice to liaise with the other setting in completing the check with permission from the parents/carers.

If a child only attends for one morning a week, do settings still have to do the 2 year progress check?

Yes, you **must** complete a 2 year progress check for any child between the ages of 2 and 3 unless they are attending another setting for a longer period; in which case, it is the other setting that will need to complete the 2 year progress check. It would be good practice to liaise with the other setting in completing the check with permission from the parents/carers.

Should the 2 year progress check be a leadership/supervisory responsibility?

Monitoring that 2 year progress check are completed is a leadership responsibility but the form itself should be completed by the person in the setting who knows the child best and this should be the child's key person.

Why is there a Statutory Progress Check at age 2?

The most rapid period of brain development is in the first three years of life when early experiences trigger the brain connections that will remain for life. In some crucial areas of development such as emotional control, response to stress, communication and language and sensory and physical development, a child needs to have the right experiences within sensitive periods when the brain is ready for this wiring to take place. The windows of sensitivity are strongest at this point in a child's life and putting support in place at this time will provide most benefit to the

child's development . The 2 year progress check should enable earlier identification of development needs. This is important because an early response to a concern and early identification and intervention are key to helping children to reach their potential.

What do I do with the 2 year progress check information in my setting?

The whole point of the check is for something to happen as a result. The summary goes to the parents/carers and includes suggestions for supporting learning at home. A copy also stays in the setting and helps the key person to know about a child's strengths and any potential barriers to learning, this is used to support their development in the crucial prime areas. A further copy is requested by BMBC to pass on to 0-19 Public Health Nursing Service and this enables early years settings and health colleagues to work collaboratively to support children's needs.

How and why do BMBC follow up on some children's 2 year progress check?

The Early Years Consultant team and for childminders the Quality Improvement team will undertake a follow up on children with lower than expected attainment as indicated in the 2 year progress check. The term after the assessment is submitted to BMBC we will contact the setting or the childminder to discuss the child's current development and progress made. The purpose of this is to ensure children who are not working at the expected level (as identified in the 2 year progress check), receive the help and support required to achieve their full potential. This does not necessarily point to a deficit or specific need in that area but may simply have been the developmental status of the child at that point in time. We often find when we undertake these follow up calls that many of the children are making good progress and their development is now as expected.

If settings are using the BMBC 2 year progress check template, then parents have been asked to agree to share information from the 2 year progress check with BMBC and 0-19 PHNS. If settings do not use our BMBC template, then we ask that consent to share this specific information is obtained from parents/carers and retained by the setting in their own record keeping systems.

What happens to the data?

BMBC retain the information relating to children with lower than expected attainment as indicated in their 2 year progress check, this enables us to follow up on these children over the coming months as noted above. This data is retained until the children are either at the expected level of development **or** until they transfer to school nursery or reception classes. Anonymised data is also kept in order to collate borough wide trend analysis (by gender, two year entitlement funding, areas of learning and development). This means we can see what the needs of two year olds are in different areas of Barnsley, we undertake this analysis each term and then collate to an annual data set.

Will Ofsted be looking at my 2 year progress checks?

A progress check for all 2 year olds has been a statutory requirement since September 2012 and Ofsted will check that a good system is in place in the setting. They will also explore whether practitioners know where children are in their learning and about their progress, so the 2 year old check will be helpful in ensuring that each child's development is well understood and supported.

if you have any questions regarding this information then please email your query to EYFSConsultants@barnsley.gov.uk