



Redcastle Family School: Progress Check

(Pre-school and Nursery)

Formally adopted by the Governing Body of:	Redcastle Family School
On:	January 2026
Signed by Chair of Governors:	Heather Pringle
Last updated:	
Review date:	Annually

2 Year old Progress Review Policy Aim:

The progress check is an opportunity for settings and parents to come together to discuss a child's learning and development. It is an opportunity to take stock and ensure that the child is making progress and to make a plan to ensure the child is meeting their potential. The aim of this policy is ensure that Sandcastles Nursery provides all parents /carers with a progress check when a child is aged between 2-3 years. The progress check is designed to identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development. This may mean involving other professionals as appropriate, along with parents/careers.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS
- Ensure that parents have a clear picture of their child's development
- Enable practitioners to understand the child's needs and plan activities to meet them in the setting.
- Enable parents to understand the child's needs and, with support from practitioners, enhance development at home
- Note areas where a child is progressing well and identify any areas where progress is less than expected
- Describe the activities and strategies the provider intends to adopt to address any issues or concerns

Adherence to this policy is required by all staff. All staff who have a child in their key group who is aged 24-36 months must review children's progress and provide parents with a short written summary of their child's development in the prime areas of learning.

Procedures:

The following procedure is in place at Sandacstles Nursery to ensure that we complete a 2 year check on all children within the age bracket as set out in the EYFS Guidance.

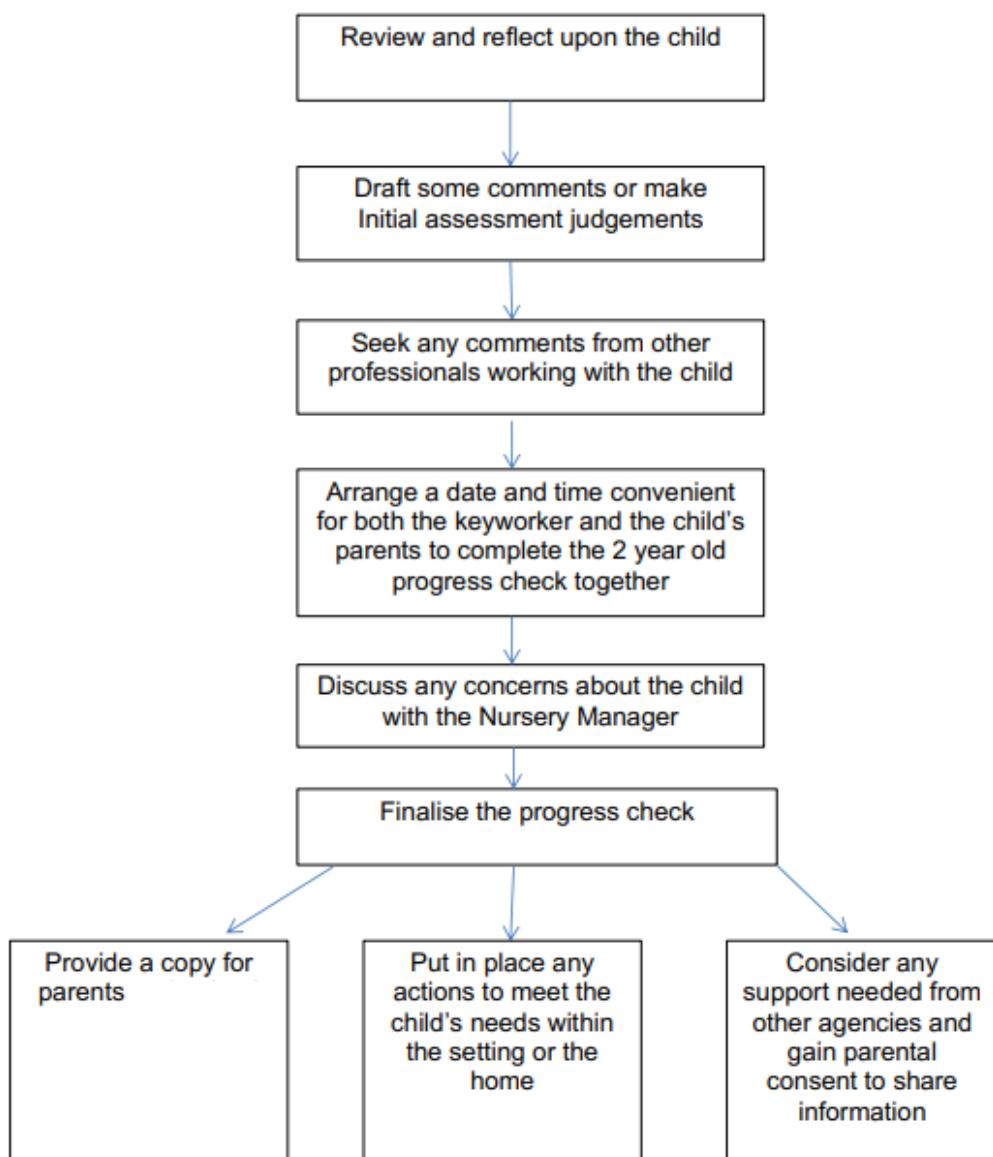
The key principles of completing the 2 year old check:

- The check is to be completed by the child's key person, as they have a greater knowledge of the child, and works directly with them within the Nursery.
- The information used is from the on-going observational assessments that are carried out as part of the Nurseries every day practices.
- The 2 year old check is based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- The 2 year old check takes account of the views and contributions of parents
- The 2 year old check takes into account the views of other practitioners and, where relevant, other professionals working with the child.
- If a child moves settings between the ages of 2-36 months it is expected that the progress check will be completed by the setting where the child spent the most time.

Parents as Partners

The Early Years Foundation Stage requires that all parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Communication and Language; Physical Development; Personal Social and Emotional Development; when the child is aged between 24-36 months. The on-going dialogue or sharing of regular two-way observations on learning and development with parents/carers, leads to improved outcomes for children. Keyworkers should discuss with parents/carers how their child's summary of development can be used to support the child within their home environment. Parents/carers should share information from the progress check with other relevant professionals, including their health visitor and staff of any new provision the child may move to.

The following diagram outlines the process to be followed when completing the 2 year old check:



What should practitioners do if a child appears to be developing at a slower pace in any area?

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 those 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 evidence alongside seeking further support from the Nursery Lead, and SENCO.

Additional support for a child may come from professionals working within the health service, or in some cases voluntary organisations.

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 the child to regress to younger patterns of behaviour?

If any concerns are raised, it should be on the basis of 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.