



Quality Indicators for reviewing children's progress at 2 years old

Setting Name: Little Acorns

Date: 13.4.17

Number of samples viewed: 3

Funded 2 YO: 1

Early Years

Area of focus	Criteria	Limited 1	Developing 2	Consistent 3
Section A Essential information is embedded and consistent	<p>Child Information includes: Age (year & month/s) Stage (EYO/DM band) Full name Date of Birth Keyperson Gender Home Language Information on any other settings child attends</p> <p>Setting/Education information includes: Date progress check completed Setting name Setting information (address/email/ phone) Hours child attends Start date of child Strategies clear for any concerns raised Relevant signatures and dates 2 year old progress check is included in family induction (shared process expectation) Consideration on timing of progress check to best support integrated health & education working (point of entry to setting, patterns of attendance, parental views) and as close to 27months as possible</p> <p>Health information includes: Date of ASQ (24m / 27m / 30m) Information is evident in children's individual planning Information shared by (e.g. redbook / parent / HV / CNN / face to face / phone)</p> <p>Parent information includes: Current thoughts/ wishes for child/ plans Consent to share directly with health Consultation on appropriate way/time to discuss progress check</p>	<p>✓ Setting to begin gaining information on health review/ASQ including copies on file.</p>	<p>✓ Information is available in different locations- bring together for comprehensive information sharing and integrated working tool</p> <p>include details on child's gender, home language and other settings attended</p> <p>✓ Include setting information, hours of attendance and permission signatures</p>	

<p>Section B</p> <p>2 year old progress checks evidence a full holistic picture of a child's development including parent, health and education views</p>	<p>Progress checks are completed in partnership with and include reflections from parent/carer and keyperson and/or health representative</p> <p>Relevant Early Start contacts are available and evident</p> <p>Progress review informed by ongoing observations from a range of contributors and in a range of contexts (within setting, home and community)</p>		<p>✓ Parent observations gained via 'wow moments' and regular meetings-will work towards 'shared reflection' (section C)</p> <p>✓ Information on file-ensure all aware of key contacts</p>	<p>✓ Evidence of range of observations and formative assessments</p>
<p>Section C</p> <p>2 year old progress check recording is effective</p>	<p>Settings prepare for discussion by drafting comments and assessment and completing in partnership with parents following shared reflection</p> <p>Is easy to read and provides a clear picture of child's development</p> <p>Is easy to understand, jargon and acronym free</p> <p>Is a truthful and sensitive reflection of what the child can do and their achievements to date</p> <p>Identifies progress from starting points</p> <p>Identifies areas where the child is progressing at a slower pace than expected</p> <p>Identifies areas where the child is progressing at a faster pace than expected</p> <p>Recognises parents' in-depth knowledge of their child by incorporating their observations and comments</p> <p>Parents and practitioner shared knowledge and understanding inform planning</p>		<p>✓ working towards shared reflection and completion</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

	<p>Gives parents an idea of how their child's development will be taken forward in the setting and ideas for supporting learning and development at home</p> <p>Provides clear actions the setting intends to take to address any developmental concerns</p> <p>Reflects children's individual personality and characteristics</p> <p>Training/support needs for practitioners identified</p>		<p>✓ Develop further detail on home learning</p> <p>✓ Assessment process recently updated to include the recording of specific concerns, further detail discussed</p>	<p>✓</p> <p>✓ Recent improvements in assessment due to training for practitioners</p>
<p>Section D</p> <p>2 year old Progress Check and/or Integrated 2 year old review has been used and shared effectively, and has had a positive impact on children's outcomes</p>	<p>Practitioners share relevant information with other professionals and follow up any assessments/plans/reports</p> <p>Next steps identified in the progress check directly inform learning priorities for individual and group planning Wider professional advice/guidance embedded in child's individual planning</p> <p>Celebrations and reflections on achievements and characteristics shape teaching- motivating experiences/activities</p> <p>Progress check helps practitioners and family to provide appropriate levels of support and challenge</p>		<p>✓</p>	<p>✓ Examples shared of early intervention. Professional advice and strategies embedded in learning journeys</p> <p>✓ Good level of detail</p> <p>✓</p>

Summary of observations and discussion (Key Themes/Strengths/Barriers)

The setting meet regularly with parents to discuss development and share observations- this informs the progress check.

The recording of progress from starting points supports identification of pace of progress over time
The progress checks provide a good level of information on development, including examples of learning and current age/stage in years and months. Next steps for learning are identified, with clear strategies to support.

Verbal examples shared of early intervention following assessment

Practitioners demonstrate their understanding of individual children's characteristics and ways of learning which help to inform a broad picture of development – this is a recent area of development and demonstrates how staff support and training has improved practice

Areas for development discussed:

Gaining information on health review/ASQ, including copies on file, in order to inform assessment and planning and support integrated working. This can be communicated with parents during induction and as part of the progress check

Improving the detail of information on the child, setting and Health links to strengthen the effectiveness of the progress review as an information sharing tool and working towards the integrated review. This includes directly recording parents' permission to share information with Health

The setting agree that working towards a model of shared reflection and completion of the progress check with parents (section C) will strengthen assessment and enable a more detailed and focused plan for learning at home to be developed as next steps are collectively agreed.

Further developing the recording of concerns- clarity on actions to take to address concerns

Highlight the most relevant statement for each section, based on observations and discussion:

Section A: Limited 1	Developing 2	Consistent 3	No opportunity to observe/discuss
Section B: Limited 1	Developing 2	Consistent 3	No opportunity to observe/discuss
Section C: Limited 1	Developing 2	Consistent 3	No opportunity to observe/discuss
Section D: Limited 1	Developing 2	Consistent 3	No opportunity to observe/discuss

Target areas to develop based on above summary:

Target 1 Action:

Clearly record agreed actions where concerns are identified. Develop next steps to agree how learning can be supported at home

Achieved by (date): 26.5.17

Target 2 Action:

Develop information recording, including parent permission to share information directly with Health (see section A)

Achieved by (date): 26.5.17

Target 3 Action:

Develop a model of shared reflection and completion of progress check with parents (section C)

Achieved by (date): 26.5.17

Target 4 Action:

Gain information on Health review/ASQ to inform progress check

Achieved by (date): 26.5.17

Target 5 Action:

Manager would like to further develop systems for reviewing/monitoring how assessment directly informs individual planning

Achieved by (date): 26.5.17

Setting permission to include information from visits into report (Note: draft of report will be available to review by setting/s prior to sharing): Yes

Setting to be named

Please rate your knowledge and confidence levels of the progress check at age 2, following the quality indicators review

No Knowledge Some Knowledge Good Knowledge **A High Level ✓**

How helpful was the quality indicators review?

Not at all Somewhat Very **Extremely ✓**

Setting comments:

Ealing Early Years

Strengths

Ealing support tools used to develop current assessment recording

Further actions

Training needs identified (informed by setting) :

Progress check at age 2 practical workshops- focus on information to include and developing partnerships with parents. Manager shares that the practical role play elements of SENCO training TAF workshop was effective and a similar model would be useful in future training

Barriers

Additional Notes