

## Child Development

### 2 Year Olds

#### Introduction

Eckington Under Fives Pre-school now take 2-year olds into the setting. We understand the impact of having 2-year olds in the setting and so have put this policy in place to enable us to provide the very best care.

#### Our Aim

For children to be safe, happy and eager to participate and learn. We aim to offer a warm and caring environment within which all children can learn and develop as they play.

#### Our Procedures

All standard procedures are in place and followed as we would for older children, however we do have additional procedures;

- The room has resources aimed specifically at 2-year olds and activities are planned to be age appropriate.
- We follow ITTERS as a guide to our provision for 2-year olds.
- Developmental checks are undertaken as per requirements of the EYFS, this involves us producing a short-written summary of the child's development in the three-prime learning and development areas of the EYFS;
  - Personal, Social and Emotional Development
  - Communication and Language
  - Physical Development

**This is called the 2-year-old check.**

#### **The aims of the 2-year-old progress check are to:**

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable Eckington Under Fives Pre-school to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

#### **The progress check will:**

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.

- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

**Eckington Under Fives Pre-school intends that the progress check will:**

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.
- The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months.
- Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:
  - The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. (Normally six to eight weeks).
  - If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
  - If a child has a period of absence or irregular attendance.
- Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two-year-old health and development review.
- If the child has already had the health visitor 2-year-old check the setting is still required to carry out the EYFS 2 year-old-check.

**Children attending more than one setting or changing settings;**

- In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.
- However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting.
- If a child moves between settings between 24 and 36 months, staff and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

**Preparing the progress check for a child with identified disabilities or special educational need;**

- If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.
- The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

**Information sharing**

- The setting will include in the child induction process the sharing of both the child’s health visitor and contact details.
- The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

<b>This policy was written by Maria Smith and Donna Saunders on 9<sup>th</sup> November 2017</b>	
<b>Approved by Eckington Under Fives Committee</b>	
<b>Name:</b>	<b>Position:</b>
<b>Date:</b>	<b>Signature:</b>

## Child Development Tapestry

### Introduction

All pre-school children attending Eckington Under Fives Pre-school have a personal on-line Learning Journey called **Tapestry**, which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of the children's experiences during their time with us.

### Our Aim

- To produce detailed developmental records for each child, allowing us to highlight their next steps and identify any gaps in development.
- To support staff in completing these records to a high standard.
- To share the children's learning journey with parents/carers on a weekly basis and encouraging parents to play a part in this journey by sharing their child's successes with us.
- To have a smooth transition for the children moving onto new settings or to primary school, providing them with a detailed summary of the child's development.

### Tapestry Security

We use Tapestry, a system, which is hosted in the UK on secure servers. These servers conform to very high environmental standards and are proactively managed 24 hours a day. Each Tapestry account has its own database and the code itself is developed using hack-resistant techniques. Filenames are encoded for uploaded, videos and images, making Tapestry a safe and secure on-line Learning Journey tool. The benefits to parents from Tapestry being on-line means they will have secure access (via a website which they login to using their email address and a password) to their child's Learning Journey and, in addition to viewing our contributions, we encourage parents to add to it by uploading photos and comments, or commenting on observations made by us.

Eckington Under Fives Pre-school have their own secure Tapestry website, which once parents have provided the pre-school with an e-mail address we will be able to set them up with an account. We will also give them detailed information on how to view/use their child's Learning Journey. If they do not have access to e-mail their child is still able to have an online Learning Journey which they can access using pre-school computer equipment during specific dates throughout the year. It is also possible to provide print outs of the Learning Journeys; each child will receive a CD with their Learning Journey on at the end of their time with us.

### Consent

For us to create a child's Learning Journey we must be given written permission.

**Note to parents**

Due to safeguarding regulations, as a setting we need to decide on how we use and share photo observations.

We do have a detailed camera image policy which is found in our policies and procedures, you can request to have a copy, or you can see them in the setting. Although our policy is effective we feel we need more specific direction with group photos that are sometimes used when evidencing your child’s day. We feel it is important for you to see your child’s relationships with their peers and to also see the fantastic group activities that we hold such as the Leavers Celebration, visits and special occasions. We do have the option to pixelate out other children in your child’s learning journal, but we feel this would be very impersonal and then difficult for your child to share their learning journal with you.

We therefore ask for you to read and sign the following guidelines which aim to respect everyone’s wishes.

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 Agreed guidelines for accessing and using Tapestry ‘Online Learning Journeys’

As a parent I will;

- Give permission for my child’s image to appear in photographs or videos in other children’s learning journals.
- Not publish any of my child’s or other children’s observations, photographs or videos on any social media site. (If this agreement is broken you will lose access to your child’s on-line learning journal).
- Keep the login details within my trusted family.
- Speak to a member of staff if I experience any difficulties accessing my child’s learning journey.

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## **Child Development Narrowing the Gap: Pupil Premium Policy**

### **Introduction**

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing additional funding to Early years settings, therefore providing the opportunity to raise the quality of provision we offer.

### **Our Aim**

All children aged three and four (not two-year olds), who meet the eligibility criteria will benefit from the funding. The Early Years Pupil Premium provides an extra money on top of the Free Entitlement for three and four-year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. This means an extra £300 a year for each child taking up the full 570 hours funded entitlement to early education. To be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

### **Our Procedures**

Firstly, to establish who is eligible for pupil premium, we do this through our registration process and the pupil premium form is part of our registration pack. As we are aware family circumstances can change throughout the duration of the child's time with us, through close relationships with families and signposting within the setting we can direct families to this information should they become eligible. As part of our welcome pack we send out the following information to all parents to enable them to allow us to apply for the extra funding to help benefit their child within our setting.

### **EARLY YEARS PUPIL PREMIUM FUNDING**

#### **How to support your child**

From April 2015, all childcare providers will be able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. We are writing to you to explain what the Early Years Pupil Premium is, who is eligible for this funding and, importantly, to ask you to please fill out the enclosed form so that we as a provider can claim the extra funding.

The Early Years Pupil Premium provides an extra money for childcare providers, for three and four-year-old children whose parents are in receipt of certain benefits or children who have been in care or adopted from care. This means an extra £300 a year for each child taking up the universal 15 hours per week entitlement to early education. This additional money could make a significant difference to us.

We can use the extra funding in any way we choose to improve the quality of the early year's education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working

with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

High quality early education can influence how well a child does at both primary and secondary school, so we do want to make the most of this additional funding. You may be aware if you have older children that a pupil premium has been available for school age children and it has proved to have given a real boost to the children receiving the funding. We want to do the same for our early years children entitled to this funding.

Therefore, we ask that if you are claiming one of the listed benefits, you also fill in the Early Years Pupil Premium section of the Parent Declaration Form. This will allow us to claim the additional Early Years Pupil Premium.

### **Which three-and four-year-olds will be eligible for the EYPP?**

3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria: their family gets 1 of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part 5 of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on
- Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
  - an adoption
  - a special guardianship order
  - a child arrangement order

Children must receive free early education in order to attract EYPP funding.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Our pre-school will endeavour to find the best possible way to spend the money through identifying the needs of the child and discussing with parents how the money may be best spent. We will be tactful when approaching families and suggest our thoughts but listen to the families and the child's voice.

Although the below list is not exhaustive these are ways in which we could use the Pupil premium money. We will continue to look at other ways to benefit the child and family through close partnership working.

- Additional staffing to support the child.
- Supporting the families financially through providing additional hours for their child/ren.

- Purchasing additional resources such as storybooks focused on the need of the child i.e all about adoption.
- Support to families in regard to toileting and potty training, again through additional resources and support.
- Home visits to support the family unit as a whole to benefit the child in our care and aiding transition.
- Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.

**Measuring the impact of the EYPP.**

We are continually reviewing the data we collect on children’s attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented daily are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. A few of them are:

- Parent questionnaires;
- Informal conversations at the start or end of a day;
- Parent feedback on child’s learning journal (Tapestry).
- Conversations with professionals we work alongside to support families;
- Every Child a Talker (ECAT) data.

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