

# EYFS progress check at age two: Non-statutory guidance

'Progress check at age two: Non-statutory guidance for the early years foundation stage' was published in 2022.

The guidance provides support for early years practitioners when completing the early years foundation stage (EYFS) progress check at age 2.

This information sheet is for nursery managers and practitioners to understand the aims of the guidance.

The progress check at age two is statutory, underlining the importance of early years provision for two-year olds. The check enables you to celebrate young children's development and learning with their parents. It also enables you to identify where children might need more support.

## What do I need to do?

Download a copy of 'Progress check at age two: Non-statutory guidance for the early years foundation stage' from <https://bit.ly/3yE5mZl>

Read and familiarise yourself with the guidance, share the guidance with all staff, students and volunteers working in the setting, ensuring that everyone is aware of the guidance and its contents.

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## What are the statutory requirements of the progress check at age two?

You must:

- Undertake the progress check between the child's second and third birthday
- Provide parents with a short, written summary of their child's development in the prime areas of learning:
  - Communication and language
  - Personal, social and emotional development
  - Physical development
- Describe the activities and strategies you intend to adopt in your setting to address any issues or concerns
- Discuss with parents how the summary can be used to support learning and development at home
- Consider any support needed from other agencies – for example, speech and language therapy
- Add a copy to the child's learning and development record.

Beyond these points, it is for practitioners to decide what to include in the written summary document. The guidance informs, supports and offers suggestions but it does not replace professional judgement. In line with the EYFS reforms, it reduces the need for unnecessary workload.

Some children attend more than one setting (e.g. a nursery and childminder). The setting where the child spends most of their time should complete the check. Consider how you can also include the views of the practitioners in the other setting(s).

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The guidance contains this useful summary table of the statutory requirements.

The statutory requirements	
<p>Practitioners and providers must:</p> <ul style="list-style-type: none"><li>• Review the child’s progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas</li><li>• Identify the child’s strengths, and any areas where the child’s progress is less than expected – if there are significant emerging concerns (or identified SEND), practitioners should develop a targeted plan to support the child, involving other professionals such as the setting’s special educational needs co-ordinator (SENCO) or the area SENCO, as appropriate</li><li>• The summary must highlight areas where:<ul style="list-style-type: none"><li>○ Good progress is being made</li><li>○ Some additional support might be needed</li><li>○ There is a concern that a child may have a developmental delay (which may indicate SEND)</li></ul></li><li>• Describe the activities and strategies they intend to adopt to address any issues or concerns</li><li>• Have the consent of parents to share information directly with other relevant professionals.</li></ul>	<p>Practitioners and providers should:</p> <ul style="list-style-type: none"><li>• Review progress in the setting where the child has spent the most time</li><li>• Encourage parents to share information acquired during the progress check with other relevant professionals, including their health visitor and the practitioners of any new provision that the child may transfer to</li><li>• Inform and support integrated working wherever possible, through the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child’s health and development) – this will allow health and education professionals to identify strengths and any developmental delays, as well as particular support that they or the child might benefit from.</li></ul>

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What is contained in the guidance?

<b>Introduction</b>	Purpose of the check
<b>At a glance</b>	The statutory requirements
<b>Undertaking the progress check</b>	Preparation Effective communication with parents Completing the check Communication and language Personal, social and emotional development Physical development
<b>Emerging and identified SEND and additional needs</b>	Contextual information SEND support in the early years Communicating with parents
<b>Integrated health and education reviews</b>	Joint working with health visitors
<b>Appendices</b>	Example progress check format Example letter format Example infographic for parents

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## Further information and support

Complete <sup>[OB]</sup> our [online childcare course](#), which covers the essential information you need to effectively carry out Progress Checks with two year-olds. It includes details on when you need to do it and it discusses some of the tools available.

The DfE have published a vodcast to explain the guidance to early years practitioners which you can access at <https://www.youtube.com/watch?v=5K0JJfc1Xlo>