

# St Catherine's Independent Nursery Handbook for Parents





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## Introduction

St Catherine's Independent Nursery was established in 1998, and although is situated within the Primary School building, enjoys the benefits of an independent establishment. The nursery welcomes everyone in the local community, we maintain a happy, lively and stimulating environment, where pre-school children aged three to four years, enjoy a high standard of pre-school education and care.

St Catherine's Independent Nursery is a registered charity and is governed by a board of Trustees. The Trustees meet with the managers regularly during the year to oversee the business of the Nursery, and give their time voluntarily to the benefit of the organisation. The Trustees are, Mrs Jayne Chester Mrs Lisa Maddock and Mrs Belinda Pearson. Jayne is the nominated person for the nursery, and has overall responsibility for the childcare provision, and is the main point of contact for OFSTED.

The nursery is a "Full Day Care" facility, and also offers places to parents seeking part-time/sessional places. The Nursery is registered with the regional OFSTED office in Manchester, as a childcare provider and currently holds an '**Outstanding**' outcome from the last inspection. All the Nursery staff have received the appropriate and enhanced, police clearances and the correct qualified staff ratio to children, as set out in the Welfare requirements, of the Early Years Foundation Framework, are observed and maintained at all times.

The Nursery has been approved by Lancashire County Council, as an Eligible Provider of Early Years Education.

Our aims include:

- Providing a safe, secure and happy environment, where each child is treated as an individual.
- To establish a broad and balanced early years curriculum working towards the Early Learning Goals, as set out in the statutory practice of the Early Years Foundation Stage framework.
- To ensure that each child has equal opportunities to engage in the curriculum provided, irrespective of gender, race, religion or additional needs.
- To provide opportunities to establish lasting relationships with other children and adults, encompassing learning, how to respect, share and co-operate with one another.
- To develop an appreciation and respect of the wider world, including respect for: one another, individual people, ethnic minorities, cultural differences, the environment and the surrounding community.

## Awards and Achievements

### **Lead Practitioner Setting**

We are part of The **Lead Practitioner Scheme**, which was established to contribute to the continued development of high-quality practice within the Early Years Foundation Stage throughout Lancashire. We are one of twenty settings throughout Lancashire that have been selected to offer support to other Early Years Foundation Stage practitioners by acting as exemplars and sharing good practice.



**Helen Brockliss 2017-2018**



### **Lancashire Quality Award**

We have achieved the Lancashire Quality Award which demonstrates our strive to continually improve our practice and to provide outstanding childcare.

The Lancashire Quality Award is underpinned by the principles of the Early Years Foundation Stage and the National Quality Improvement Principles.

### **Ofsted – Outstanding grading**

We graded Outstanding by Ofsted in January 2017.

‘Staff get to know children exceptionally well and value their unique qualities. They have a genuine enthusiasm in celebrating children’s individual achievements and encouraging their strong self-esteem’

‘The manager leads a highly motivated team of staff who show a genuine desire to help children to achieve the best outcomes. Children make excellent progress.’



## **Millie's Mark Award**

We have been awarded 'Millie's Mark' which is a special endorsement for childcare providers that go above and beyond minimum requirements by having 100% of staff trained in paediatric first aid, and also ensuring that everything learned during the course is kept alive and in the forefront of practitioners' minds so that they are confident, ready and capable.

## **Millie's legacy**

Millie's Mark is named after Millie Thompson, who died after choking on food at nursery in 2012 when she was just nine months old.



# Our Nursery Staff Team



**Mrs Brockliss - Nursery Manager**  
**Ba Hons Degree in Education**  
**and Professional Studies**



**Mrs Marriott – Deputy Manager**  
**Level 5 Diploma**



**Jane Handyside**  
**Early Years Practitioner**  
**Early Years Educator Level 3**



**Jayne Worsley-Clarke**  
**Early Years Practitioner**  
**B Ed Hons Degree**



**Louise Leonard**  
**Early Years Practitioner**  
**N.V.Q Level 3**



**Julie Weir**  
**Early Years Practitioner**  
**N.V.Q Level 3**



**Katie Critchley**  
**Early Years Practitioner**  
**Teaching and Learning**  
**Level 3**



**Lynsey Murphy**  
**Early Years Practitioner**  
**NNEB**  
**Specialist T.A**

## Information about our Educational Programmes

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

**These three areas, the prime areas, are:**

**Communication and Language** - Practitioners provide children with opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** - Practitioners provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional Development** – Practitioners help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.**

**The specific areas are:**

**Literacy** – Practitioners encourage children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials including books, poems, and other written materials to ignite their interest.

**Mathematics** – Practitioners provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding The World** – Practitioners guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

**Expressive Arts and Design** - Practitioners enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## Daily routine at St Catherine's Independent Nursery

### Morning Session

**8.00 a.m – 9.00 a.m** ~ Breakfast/free play

**9.00 a.m** ~ Tidy-up time

**9.15 – 9.30 a.m** ~ Registration/circle time

**9.30 – 11.10 a.m** ~ Free-flow play

**11.10 – 11.20 a.m** ~ Tidy-up time

**11.20 – 11.30 a.m** ~ Story and singing time (Toileting for those children staying for lunch)

**11.30 a.m – 12.30 p.m** ~ Lunch time

**12.30 – 1.15 p.m** ~ Free-play

**12.50 – 1.00** ~ Tidy-up time

### Afternoon Session

**1.00 – 1.15 p.m** ~ Registration/circle time

**1.15 – 3.30 p.m** ~ Free-flow play

**2.30 – 3.45 p.m** ~ Snack time

**3.30 – 3.45 p.m** ~ Tidy-up time

**3.45 – 4.00 p.m** ~ Story and singing time

**4.00 p.m – 6.00 p.m** ~ Free-play

In addition, the children have a Diddy Dribblers every Tuesday at 9.30 a.m. until 10.00 a.m. and every Thursday they have a Mini Maestros session at 9.15 p.m. until 9.45 p.m.

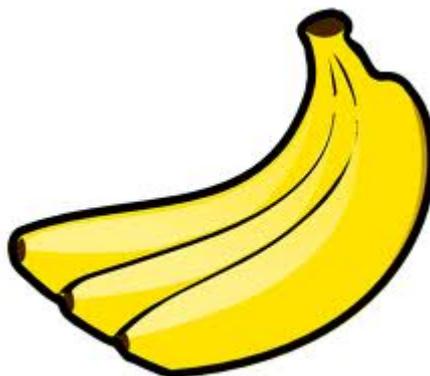


## Healthy eating at St Catherine's Independent Nursery

St Catherine's Independent Nursery is committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements. Below is a list of snacks and drinks that we provide at nursery.

### Morning snack/breakfast

- Fresh fruit platter
- Wholemeal toast
- Weetabix
- Bran flakes
- Cheerios



### Lunch

The children's lunch is provided by St Catherine's Primary School, and Menus are supplied by Lancashire County Council's Catering Division and are planned in advance, rotated regularly and reflect cultural diversity and variation. Or parents can opt to supply a packed lunch for their child.

### Afternoon snack

Children always have a fresh fruit and a vegetable platter (including lettuce, carrot and cucumber batons, cherry tomatoes, spinach, baby sweetcorn, sugar snap peas, and peppers) available at snack time with a choice of dips (houmous or cream cheese), and fillings (cheese, ham or pepperami).

Two of the food options below are also provided.

- Rice cakes
- Wholemeal pitta
- Wraps
- Crackers
- Bread sticks
- Malt loaf
- Bagels



### Drinks provided

Water is available at all times throughout the day. Children are provided with a drink of water at lunch time, and water and milk at morning and afternoon snack.

# Nutrition and Mealtimes

St Catherine's Independent Nursery is committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- A balanced and healthy midday meal, and two daily snacks are provided for children attending a full day at the nursery
- Menus are supplied by Lancashire County Council's Catering Division and are planned in advance, rotated regularly and reflect cultural diversity and variation.
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings
- Menus include at least 7 servings of fresh fruit and vegetables per day
- Fresh drinking water is constantly available and accessible. It is frequently offered to children.
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs including any special dietary requirements, preferences and food allergies that a child has and any special health requirements before a child is admitted to the nursery. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves. Staff support children to make healthy choices and understand the need for healthy eating
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first

## Nutrition and Mealtimes

course, he/she will still be given a small helping of dessert. Children not on special diets are encouraged to eat a small piece of everything

- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for
- We promote positive attitudes to healthy eating through play opportunities and discussions
- No child is ever left alone when eating/drinking to minimise the risk of choking
- All staff that prepare and handle food are competent to do so and receive training in food hygiene.

## Nursery Opening Times

Morning session: 8.00 a.m. – 12 noon  
Afternoon sessions: 1.00 p.m. – 5.00 p.m.  
Full Time: 8.00 a.m. – 6.00 p.m. (**Please Note:** all parents need to be on the nursery premises **no** later than 5.50 p.m. to facilitate a smooth transition to home.)

Morning Free sessions: 8.30 a.m. – 11.30 a.m.  
Afternoon Free sessions: 1.00 p.m. – 4.00 p.m.

**Please note:** it is the Trustee's policy to charge a "late pick up fee" of £5.00 for every ten minutes, for any children who are collected "late" from nursery.



## Use of Mobile Phones



Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care, parents and visitors are also kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

## Children's Toileting

Please make staff are aware of your child's toileting needs, i.e; If your child needs toileting assistance, or if your child is not yet toilet trained.

When your child is ready to be toilet trained your child's key person will work with you to toilet train your child and provide you with strategies to assist you at home.





### Safeguarding

To ensure the safety of your child and all of the children who attend nursery, we ask parents when leaving nursery to ask a member of staff to open and lock the front door. This door does not lock automatically when closed and if left open there is a high risk of children escaping, so it is imperative that this procedure is followed by all parents.

### Children's Register

Please ensure that you sign in and out of the daily register when you drop/pick up your child.

It is vital that nursery staff know how many children are attending each session in order to complete a head count at any stage of the day.

The Children's Register is an important document that would be used in a fire evacuation in order to complete a head count and ensure all children are safely out of the building.



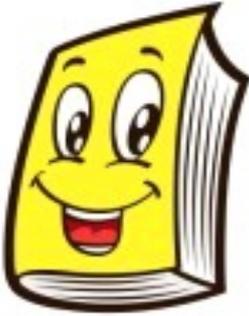
### Suitable Outdoor Clothing



Our outdoor area, is a fun and muddy place to play! We have a Mud Kitchen where the children enjoy mixing compost, sticks, and stones making Mud Cakes, and we have a muddy digging area! Therefore, please could all parents provide suitable outdoor clothing for their children, i.e Wellies, waterproof coats, and highly recommended is an all in one waterproof outdoor suit. We feel it is of the benefit of the

parents and the nursery carpets, that all children have suitable outdoor clothing, so that they can access the outdoor area in all weathers.

## Home Library



We have a Home Library at nursery as we have a selection of “Story bags”, “Maths bags”, and “Nursery Rhyme bags” which include books, puppets, games, recipes, and lots more exciting ideas for you to interact with your child. Each bag also contains an information card with suggestions of how to use the items. For more information please don’t hesitate to ask a member of staff.

## Nursery Rhyme of the Week

Reading, reciting and singing nursery rhymes are an excellent way to help children get ready to read. When a child chants a rhyme repeatedly, they develop key pre-reading skills such as the ability to hear the distinct sounds that make up words, discern sound and word patterns and broaden their vocabulary. Studies have shown that the more nursery rhymes a child knows, the easier it will be for children to learn to read. So, at nursery we have a nursery rhyme of the week which will be sung at singing time, and we encourage parents to sing the nursery rhyme at home with their child.



## Sound of the Week



At St Catherine’s Nursery we introduce the Letters and Sounds programme to the nursery children and parents. Letters and Sounds is a six-phase programme designed to help teach children to read and spell with phonics. At Nursery we will be concentrating on Phase One. The aim of this phase is to foster children’s speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do. Each week we will have a ‘Sound of the Week’, therefore we ask parents if you could help your child to bring in something from home beginning with the Sound of the Week for our sound box.



### Word of the Week

The staff incorporate the 'Word of the week' into normal routines and activities throughout the day, and we ask parents to join in at home to develop their child's vocabulary. We have been very impressed with the children using the 'Word of the Week' in the correct context whilst playing with their friends. Please let

a member of staff know if your children have been using any of the words of the week at home.

### Nursery Policies and Procedures

Our nursery policies and procedures are available to read from our website, please ensure that you read and fully understand all of our policies and procedures. In particular, our safeguarding, late collection and non-collection of a child, and lost child policies and procedures. If you do not have access to the internet please request to view these policies at nursery or ask to be provided with copies.



### Open Door Policy

At St Catherine's Independent Nursery we are proud to operate an open door policy, whereby parents are welcome to talk to any member staff at any given time.

However, if you would prefer to speak to a member of staff more privately, then please ask to book an appointment for when it is convenient for both parties.

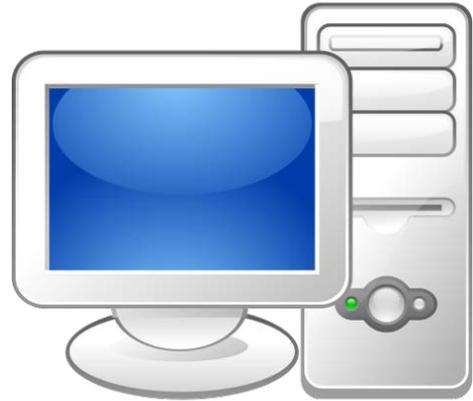
### Nursery Website

Our nursery website can be viewed

@ [www.stcatherinesnursery.co.uk](http://www.stcatherinesnursery.co.uk)

Information available at our website is as follows;

A photo gallery of all of the Nursery Staff and their qualifications, Nursery Policies and Procedures, Nursery Newsletters, our latest OFSTED report, and our Special Educational Needs and Disability Local Offer document.



### Parents Notice Board

The main parent's notice board is located to the left of the front door as you come into nursery. On the notice board you will find information about the EYFS, our nursery routine, Home-links board, special moments sheets, contact details for a speech and language therapist, staff photo gallery, relevant documentation including our most recent Ofsted report and contact details for Ofsted. The notice board to the left of the front door displays a Smile 4 Life parents handbook information on Hot Lunches provided by LCC and snacks provided by nursery, including allergy information. There is also a copy of the Lancashire Safe Parenting Handbook



### Parent's Rota

All parents and carers are welcome to come into nursery to either stay and play for an hour or show the staff and children their special skills (i.e. playing a musical instrument, gardening, or magic tricks!). Parents/carers are only allowed to come into nursery once every six weeks, due to DBS legislation. Please speak to your child's keyperson to arrange a date at your convenience, and please inform a member of staff if you are planning a particular activity and require certain resources.



### Birth Certificates

Due to new Safeguarding Legislation, as a childcare provider, it is a legal requirement that we see proof of Parental Responsibility in the form of a Birth Certificate. In addition, it is also required as proof of eligibility for government funding for childcare. Therefore, could you please bring your child's birth certificate to nursery as soon as possible, so we can add your child's birth certificate number to our records.



### Diddy Dribblers and Mini Maestros

Jack Kerans from Diddy Dribblers visits nursery every Tuesday morning to provide fun football sessions. Diddy Dribblers sessions are hugely beneficial for children's fitness, balance and co-ordination and a great way to burn off some energy.

Mai-Ling Duckworth from My Mini Maestros visits nursery every Thursday afternoon. During the music classes your child as well as having lots of fun will be tutored in the foundations of music and other associated aspects of development.

The sessions are an extra cost to all parents, at £2 per session.



### Parent Partnership

A planning sheet for parents to complete will be sent out half termly, explaining what aspect of learning and development the nursery is focussing on, and parents will be asked about their child/children's current interests at home. Each term a Parent Partnership Evening will be held, where parents can come along and meet as a group with their child's Keyperson, parents can suggest topics regarding the early years they would like to learn about. Parents evenings are also held regularly where parents can discover what their child is learning at nursery and how they can help their child at home.



## Your Child's Learning Journey

Your child's 'Learning Journey' is individually filed on your child's key persons' i-pad. Parents can view their child's learning journey at any time through a secure connection on i-cloud, if you have any queries please speak to your child's key person who will be able to help you. This will enable you to see what activities your child participates in and add your comments or ideas for next steps in your child's learning. Parents are also provided with 'Next Steps for Home' to help you in supporting your child's learning and development at home.



### Government funding

All 3 and 4 year-olds are already entitled to 15 hours of childcare a week and the government has built on this by providing an additional 15 hours to working parents of 3 and 4 year olds. The additional 15 hours of childcare will be available for families that meet the Government's eligibility criteria. To check whether you are eligible go on the Childcare Choices website : [www.childcarechoices.gov.uk/](http://www.childcarechoices.gov.uk/)



### Special Moments

Special Moments sheets can be found on the Parents Notice Board, please feel free to take one or more! Please use Special Moments sheets to record anything your child learns at home. It could be anything they say or do which they couldn't do before. For example, they might share really nicely with their sibling, count buttons on their clothes, re-tell a story or tell you something they learnt about at nursery. Please don't forget to write the date too! Feel free to attach their pictures or photographs. When its full return it to your child's key person and it will be added to your child's assessment records.



### Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day so the nursery management are able to account for a child's absence.



If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.



### Lunch Times

Children can either have a hot lunch provided by the school at a cost of £2.30 per day or they can bring a packed lunch. Please ensure your child is provided with a healthy packed lunch, no fizzy drinks and no large bars of chocolate. For ideas on what to include in a healthy lunch box go to the Change 4 Life website and search for Healthy packed lunches.

### Forest School

On a Wednesday morning all of the nursery children have Forest school.

Forest School promotes children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Please see our Forest School Handbook for more information.



## Parents Views Count

At St Catherine's Independent Nursery we value all parent's views and opinions. Thus, we have a parents Suggestion Box and a parents Comments Tree which are located near the fish tank.

Please feel free to jot down any ideas you have to improve any aspect of nursery and post it into the suggestion box provided!

We also provide new parents with a questionnaire after their child is settled, and Parents questionnaires based on the EYFS themes every six months, so please ensure that you complete it and have your say on what we do best and what we can improve on.

Please feel free to read the comments placed by other parents on the Comments Tree, and/or to write your comments about nursery, positive or negative, and add them using the leaves provided.



## Nursery Newsletter

Every month parents receive the nursery newsletter via email, however if you would prefer a hard copy then please inform Mrs Brockliss.

Our nursery newsletter has all the important dates for your diary, the area of development that we are focussing

## Parent App

Download our free app from our website. The app provides instant access to events, newsletters, useful websites, the ability to report your child's absence from nursery and many more features.

Username: scnursery Password: parent





# Parents' Guide to the Early Years Foundation Stage Framework

Exciting times ahead for you and your child

## What is the Early Years Foundation Stage?

Welcome to the **Early Years Foundation Stage (EYFS)**, which is how the Government and early years professionals describe the time in your child's life between birth and age 5.

**This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.**

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

## What is the EYFS Framework – why do we have one?

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.



It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare
- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.



## What does it mean for me as a parent?

### Ensuring my child's safety

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in a nursery, how many children a childminder can look after, and things like administering medicines and carrying out risk assessments.

### Quality

You can find out about the quality of your child's nursery and other early years providers in relation to the EYFS Framework by checking what the Government's official inspection body for early years, Ofsted, has to say about it. You can find this information at [www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report).

## How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

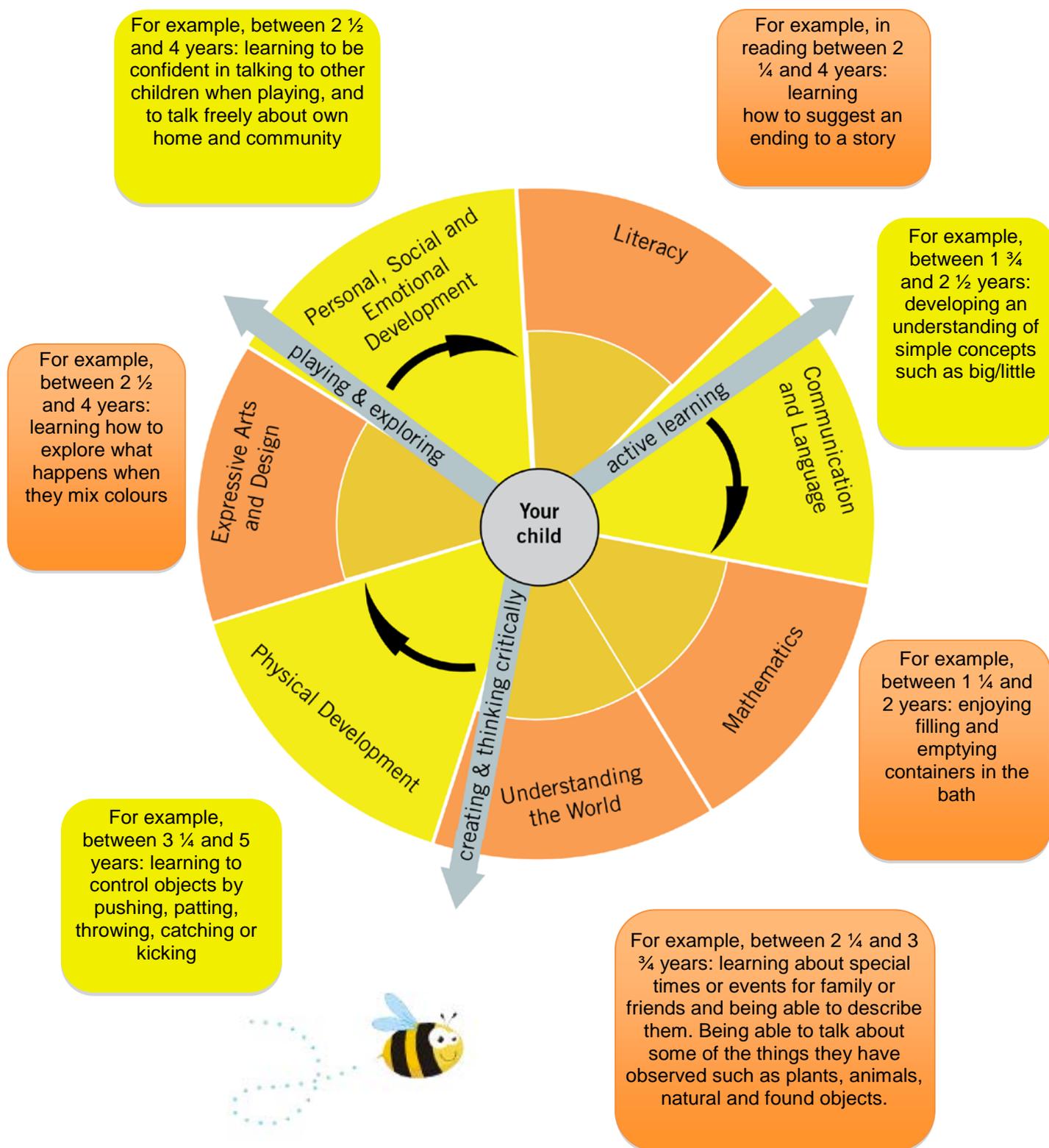


These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



## As a mum or dad, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.



If you're looking for new ideas for things to do then find out what is on offer at your local children's centre. Many offer 'messy play' activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.

## How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your childminder or, in a larger setting like a nursery, with your child's **"key person"**. This is the person who:

- Is your main point of contact within the setting
- Helps your child to become settled, happy and safe
- Is responsible for your child's care, development and learning
- Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home

**You should be able to get information about your child's development at any time and there are two stages (at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing.**

Try to speak to your child's key person as often as possible about what your child has been doing, what they have enjoyed, what they need to be doing more of and what you can do at home.



## When your child is 2

At some point after your child turns 2, the professionals working with your child must give you a written summary of how your child is progressing against the 3 prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

This is called **the progress check at age 2**.

This check will highlight areas where your child is progressing well and any where they might need some extra help or support – and how mums and dads and other family members or carers can work with the key person to help. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).



## When your child is 5

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child's progress, including information from his or her EYFS Profile.

## Where can I go for further information?

The most important place to find out more is **your child's childminder or nursery** – do ask as many questions as you need to. Providers really do welcome speaking with you.

You may want to find out what is on offer at **your local children's centre**.

You can find the **Early Years Foundation Stage** which includes the early learning goals at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The foundation years website also includes a range of resources and contacts.



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