

# Annex E

## Government Funded childcare for Eligible Two Year Olds



**April 2024**  
**Toolkit for Providers**

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## Introduction to the Toolkit

This toolkit has been produced to support and guide childcare settings and childminders who are delivering funded childcare places for eligible 2 year olds. It is also to support practitioners when completing the assessment.

You will be required to return an assessment each term before the child transitions to universal 3 year old funding. You are encouraged to continue to monitor and record children's progress as part of best practice.

We have introduced an electronic system to allow you to return children's assessment information to us. This should help you as it will keep all the information in one place, keep the information more securely and make it accessible and quicker to return the information to us.

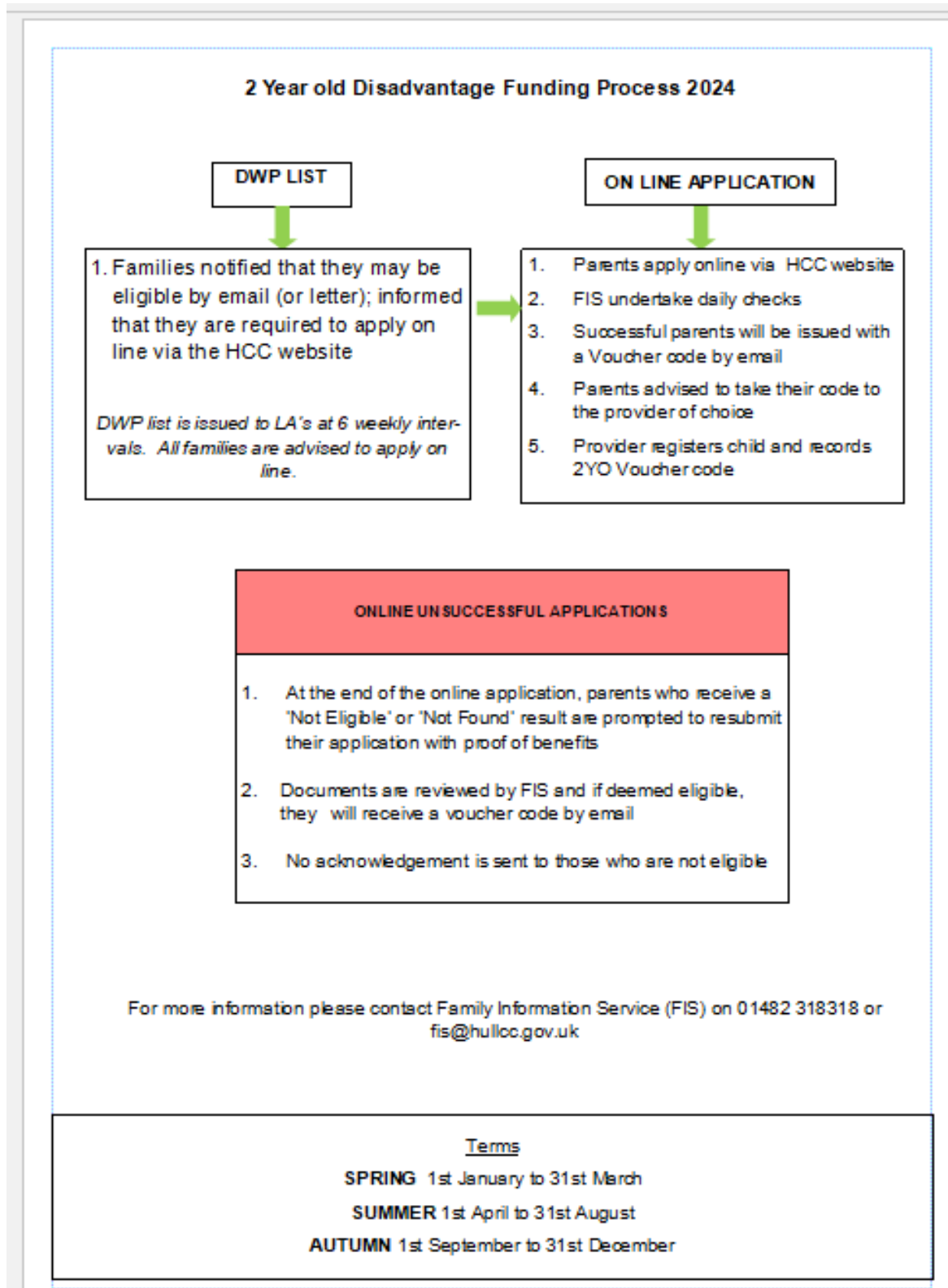
It will also help us to produce overview reports more efficiently which can be shared with all early years' settings.

'The main aim of the two year old offer is to improve children's social and cognitive outcomes by providing free early education to disadvantaged two year olds. In addition, it is intended to have a positive impact on parents' well being and on child-parent relationships.

The aim of this toolkit is to ensure childcare providers have the information they need to assess children's progress in terms of their social and cognitive development. It is intended that through participation in the two year old funding, childcare providers will be looking at a child's development to identify whether there are any additional needs that need to be addressed.

There is an expectation SEND training within the setting is up to date and that any concerns that a practitioner has regarding a child's development should, in the first instance, be shared with the SENDCO in the setting.

## Application process for 2YO places



**From April 2024, two year olds whose parents/carers qualify under the 'working parent' offer will be issued with an 11 digit code. Providers will have validated their codes and agreed start dates.**

## Measuring the Impact – Assessment Requirements

A significant emphasis of the funded childcare and early education funding (EEF) for eligible two year olds is to provide evidence of the impact accessing a high quality childcare setting has on the progress children make in their social and cognitive development.

The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024 explains that *‘three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas’*.

These are:

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

Therefore, it is these three areas, the prime areas, which will be the focus of measuring the impact of the EEF for eligible two year olds.

As a child starts their sessions the key person will gather information and get to know the child, helping them to meet their individual needs and plan for their learning and development. They may do this by using for example, observations and information from parents and other professionals which will often be recorded in the child’s evidence file.

This information will be used to assess the child’s learning and development. Documents to support this can be found in:-

Appendices

1. *All About Me* sheet
2. Data Overview Guidance Notes
3. Two year old Progress Check (example)
4. Blank observation sheet

## A Step by Step Guide – Assessment

### What to complete and when

Baseline assessment	Termly assessment	Final assessment at transition to 3 and 4 year old funding
<p>When the Key Person is happy that the child has settled into the setting observations should be collected and used to determine whether they are working at a developmentally appropriate level or not. This information should be used to inform practice. Any initial concerns should be shared with the SENDCO at this point.</p> <p><i>The Two Year Old Progress Check should be completed when a child is aged between two and three. In Hull, we would encourage the Key Person to complete this before the child is 30 months of age to coincide with the ASG3 Health Visitor assessments</i></p>	<p>The Key Person should share with the Manager of the settings whether they feel that the child is working at a developmentally appropriate level or not when asked. This will be once a term.</p> <p>If the child continues not to be working at a developmentally appropriate level, this should be shared with the SENDCO.</p> <p>The Key Person to share this information with the child’s parent or carer wherever possible.</p> <p>The key person to share this information with Early Years Standards &amp; Improvement Officer (EYSIO) on request.</p> <p>The Manager will input this data on the Data Overview for the Local Authority which will be sent out to settings from Alice Todd. This should be in the form of <i>secure</i> (S) if the child is working at a developmentally appropriate level or <i>emerging</i> (E) if they are not.</p>	<p>When the child is reaching the end of the EEF for two year olds the Key Person will need to share this information with the receiving room. This should be aligned to the ASQ3 Health Visitor Assessment/Integrated Review. This should include any concerns regarding possible SEND issues</p> <p>The Key Person to share this information with the child’s parent or carer wherever possible.</p> <p>If the child is moving rooms / changing Key Person, this information needs to be shared to support smooth transition.</p>

## Wellbeing and Involvement Scales

We would encourage practitioners to use the Wellbeing and Involvement Scales developed by Ferre Laevers. They are a good indicator as to whether the child has truly settled in the setting and whether the provision offered is meeting their needs.

Children should be observed and then given a score according to what emotions and behaviors they are exhibiting. There are two different scales, one for *Wellbeing* and another for *Involvement* although there is often a correlation between the two scores.

Children can be scored 'between' whole numbers by using '+' so they could, for example, be scored as '3+' if they are between a 3 and a 4.

The scores may change over the periods of the day and the week so can be used to identify areas of the day that children may find particularly difficult such as coming into the setting or lunchtime.

### The Scales for wellbeing

Level	Wellbeing	Signals
1	Extremely Low	The child clearly shows signals of discomfort
2	Low	The posture, facial expressions and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expressions and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or distress.
4	High	The child shows obvious signs of satisfaction (as listed for level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	During the observation episode, the child enjoys and in fact feels great!

## The Scales for Involvement

Level	Involvement	Signals
1	Extremely Low	The child hardly shows any activity.
2	Low	The child shows some degree of activity, but which is often interrupted.
3	Moderate	The child is busy the whole time, but without real concentration.
4	High	There are clear signs of involvement, but these are not always present to their full extent.
5	Extremely High	During the episode of observation, the child is continuously engaged in the activity and completely absorbed in it.

## A Step by Step Guide – the Role of the Key Person

<b>Training</b>	<ul style="list-style-type: none"> <li>Encourage attendance at specific training offered by the Local Authority when necessary and appropriate.</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>During Local Authority visits share all relevant information including observations, assessments, Well-being and Involvement scales, data and action plans if requested.</li> <li>Provide the Manager when asked (termly) with information regarding the child's development to be submitted via the data overview.</li> </ul>
<b>Action planning</b>	<ul style="list-style-type: none"> <li>With support from the Manager use the information from the data to reflect on practice and review planning and provision to meet the needs of the children and setting.</li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>With support from the Manager plan and support the children with the transitions into new rooms / different settings / key person.</li> </ul>



# The Two Year Old Progress Check

The Two Year Old Progress Check has been developed to meet the assessment requirements of the Statutory Framework for the Early Years Foundation Stage (2024)

The Statutory Framework for the Early Years Foundation Stage (2024) states that *'When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas.*

In relation to children accessing the EEF for eligible two year olds this summary will be completed part way through the funded period. The summary must:

- Highlight areas in which a child is progressing well.
- Highlight areas in which some additional support might be needed.
- Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability.
- Describe the activities and strategies the provider intends to adopt to address any issues or concerns. This plan should involve parents and carers and other professionals (for example, the provider's Special Educational Needs Coordinator (SENCO) or health professionals) as appropriate (EYFS, 2024)

When completing the Two Year Old Progress Check it is important to consider the aims and principles set out in the 'A Know How Guide,' the EYFS Progress Check at Age Two' (2021)

## 2.1 Aims of the progress check at age two:

- 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; and
- describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

## 2.2 Key principles

The check:

- should be completed by a practitioner who knows the child well and collaborates directly with them in the setting. This should normally be the child's key person;
- arises from the ongoing observational assessments conducted as part of everyday practice in the setting;
- is based on skills, knowledge, understanding and behavior that the child demonstrates consistently and independently;
- takes account of the views and contributions of parents;

- considers the views of other practitioners and, where relevant, other professionals working with the child;
- enables children to contribute actively to the process.

## Parents and Carers as Partners

The Statutory Framework for the Early Years Foundation Stage (2024) highlights the importance of partnership working with parents and/or carers. Partnership working when delivering the EEF for eligible two year olds will be a crucial element towards ensuring the child has a positive experience in their childcare setting.

Children benefit most when they experience the consistent support and presence of caring adults – carers, parents or other family members – from the earliest possible age.

To try and ensure parents and/or carers are partners in their child’s learning, there are many opportunities through the EEF for targeted two year olds to support settings in building this relationship by asking parents and carers to:

- Contribute to their child’s ‘All About Me’ (Appendix 1)
- Attend settling in sessions at the setting with their child
- Regularly share information with the Key Person on their child’s development and interests.
- Contribute to the Two Year Old Progress Check (Appendix 3).
- Support their child’s learning at home by using the ‘next steps’ information from the Two Year Old Progress Check
- Support their child’s learning



## Appendix 1

Things I like at home...

My family includes ...

# All about me

Name:

My interests  
are...

Age:

Date:

The language which I speak at  
home is .....

Things I like at my setting...

Summary of Learning and Development

Key Person Commitment: I will provide the following experiences and opportunities  
to meet your child's interests, learning and development

Ideas for playing and learning at home:

## Appendix 2

### Data Overview - Guidance Notes

#### Data Entry:

For the first few columns, the Data Overview asks you to simply work your way across the spreadsheet, filling in basic information of each child you have on roll. You can do this by clicking on an empty cell/box, which will allow you to type data and/or selection from a range of options.

Surname	Forename	Gender	Date of Birth	Home Postcode	Date of Admission to Setting

The next columns provided are for recording whether children are receiving Pupil Premium, receiving SEND support, English as an Additional Language, 2 Year Entitlement, Stretched Funding Arrangement, and whether the setting have completed their part of the 2 Year Old Learning and Development check. You can type in information and/or select from a drop-down menu. The 'Other' cell is for additional comments and notes just in case you need to enter them, usually settings put in how many hours stretched funding they receive from that setting, or what other setting a child is dual registered with if applicable.

Home Postcode	Date of Admission to Setting	Pupil Premium	SEN	EAL	2 Year Old Funded?	3/4 Year Old 30 Hours Funding?	Stretched Funding?	2 Year Old Learning and Development Check Complete?	Any Other Relevant Information

We ask for the postcode to ensure we can arrange each child into which relevant children's centre cluster they fall under. This is done for analysis purposes to show coverage for each children's centre.

Inline with the EYFS Reforms the Data Overview is not for tracking children and is, instead, a 'snapshot' of the children in your setting at a particular moment in time.

You will be asked whether the child is working at a developmentally appropriate level in the seven areas of Learning and Development. If a child is working at a developmentally

appropriate level for the purpose of the data overview they will be described as 'secure' which will be recorded as 's'. If a child is not working at a developmentally appropriate level for the purpose of the data overview they will be described as 'emerging' which will be recorded as an 'e'. These are the only two options available inline with the EYFS Reforms and changes to the EYFS Guidance. This is because the data overview needs to be appropriate for settings who have chosen to use different documents to help them assess whether children are working at a developmentally appropriate level.

Learning and Development Key	
<b>S</b>	<b>Secure</b> - Pupil is meeting expected level of development
<b>E</b>	<b>Emerging</b> - Pupil is not yet reaching expected level of development
Areas of Development	
<i>Please note, any cells left blank will be marked as 'E' for the purposes of compiling Individual Setting Analysis Sheets</i>	
Communication & Language	Personal, Social & Emotional Development
Physical Development	Literacy
Mathematics	Understanding the World
Expressive Arts & Design	

**SEND:**

To the far right of the data entry sheet is the SEND section. If any children are receiving any form of SEN support or are identified 'cause for concern'; then please complete this section of the spreadsheet to the best of your ability. It is important to send in robust SEND data, as it paints a clear picture as to how well the children are doing against their peers. For SEND guidance please speak to the Area SENDCO for your setting.

Special Educational Needs				Secondary Need/s (Please do not duplicate Primary Need here)				Support Action												
SEN Support	Banding	Level of Support	Primary SEN Need	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical Needs	Referred to EY Panel	Early Identification	Assess, Plan, Do, Review	My Support Plan	Portage	SALT	IPASS	Early Help	Occupational Therapy	Physiotherapy	Education Psychology Involvement	Referred to ASD Panel	Outreach Support

Following the submission of the data overview you will receive a scorecard which will enable you to analyse the data and look at the data for different cohorts of children.

# Appendix 3

## Early Years Foundation Stage (EYFS) 2 Year Olds Progress Check Learning and Development Summary



Name:

Date of Birth:

Age in Months:

<p><b>How Does the Child Learn?</b></p>	<p><b>Personal, Social and Emotional Development</b></p> <p><i>Is the child secure or emerging in this area of learning and development?</i></p>
<p><b>Communication and Language</b></p> <p><i>Is the child secure or emerging in this area of learning and development?</i></p>	<p><b>Physical Development</b></p> <p><i>Is the child secure or emerging in this area of learning and development?</i></p>
<p><b>Next steps to support learning and development:</b></p>	
<p>Parent(s) signature(s) / comment</p>	<p>Key Person signature</p> <p>Moderated by</p>

This is just an example and can be adapted to meet the needs of the setting. Please refer to the document *A Know How Guide*, DfE, (2012)

Taken and modified from [www.earlylearningconsultancy.co.uk](http://www.earlylearningconsultancy.co.uk)

## Appendix 4 Observation and Assessment Sheet

Child's name:	
Adult observer:	
Area of provision:	
Date:	Time/duration:

What happens/happened											
Characteristics of effective learning											
Well-being	1	2	3	4	5	Involvement	1	2	3	4	5
Possible lines of development:											