Supporting and enhancing early education for two year olds

May 2017
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Introduction

In recent years, there has been a strong drive to expand early education provision for two year olds. We know from research that the first three years of a child’s life provide a foundation for their later health and development. As increasing numbers of two year olds spend time in early years settings outside of the home, it is vital that the care and education they receive is of the highest quality whilst working in partnership with parents.

This booklet contains supporting documentation to help Providers to further develop quality provision and practice to meet the needs of all two year olds. As this document changes in line with legislation please contact the Early Years Team for an up to date copy. It is part of a wider project within Cumbria to raise outcomes for our youngest children as part of the Cumbria Early Years Strategy.

I am special, I am two!
Two year olds are curious and keen to explore and discover more about their world. They are creative thinkers who have a ‘can do’ attitude to life. They have a strong drive to do things for themselves whilst at the same time needing consistency of routines and caring adults who understand them.

I am developing rapidly
I am a creative thinker
I love exploring the world and devising my own learning
I need close adults who know me and make me feel safe

I am highly curious
My emotions change rapidly
I like to play alongside my friends
I am becoming more independent
I love discovering what my body can do!
I am becoming more imaginative
I need close adults who know me and make me feel safe

I am mastering communication
I learn by imitating you

Information taken from the DfE (2017) Statutory framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five can be found within these boxes throughout the booklet.

This framework is mandatory for all early years providers: maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency.

The learning and development requirements cover the areas of learning and development (section 1) which must shape activities and experiences for children in all early years settings; and assessment arrangements (section 2) for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements (section 3) cover the steps that providers must take to keep children safe and promote their welfare.
Section 1 – The learning and development requirements

Working with parents and carers

Statutory framework for the Early Years Foundation Stage 1.1
This section defines what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care.

Just as a child’s needs are individual, parents and carers needs also vary widely. Some parents may come into the setting daily, whereas some parents may only come in occasionally due to other pressures or commitments. It is important to find ways of connecting and building positive relationships with all families. Families are unique in terms of their language used, life experiences and cultural background; all of these factors may influence the way in which the family and setting engage.

Ways of building a strong partnership with parents:
- make sure all parents feel welcome in your setting
- find creative ways of communicating with parents, both face to face and via secure technology
- share relevant information regularly through displays, photographs and literature that is up to date
- maintain professionalism whilst also being supportive and friendly
- get to know parents’ skills and talents and encourage them to get involved
- help parents to make contact with other families where their children have become friends
- promote local community events and fundraisers as a way for families to get to know each other

The seven areas of learning and development
The EYFS comprises of seven areas of learning and development:

<table>
<thead>
<tr>
<th>Prime areas of learning</th>
<th>Specific areas of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Language</td>
<td>Literacy</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Personal, Social and Emotional Development</td>
<td>Understanding of the World</td>
</tr>
<tr>
<td></td>
<td>Expressive Arts and Design</td>
</tr>
</tbody>
</table>

While practitioners will plan challenging and enjoyable experiences across all seven areas of learning, the three prime areas are particularly important for young children from birth to three years.

Statutory framework for the Early Years Foundation Stage 1.3
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 development involves giving children 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 involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping 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.

Statutory framework for the Early Years Foundation Stage 1.6
Practitioners working with the youngest children are expected to focus strongly on the prime areas, which are the basis for successful learning in the other four specific areas.
**Prime areas of learning – prime importance**

It is vitally important that practitioners remember the three prime areas are interconnected and that they are the foundation on which the other four areas of learning are built. If the child is not secure in the prime areas between three and five years of age, it can hinder the child’s development – the specific areas of learning rely on a firm foundation in the prime areas.

**Personal, Social and Emotional Development**

<table>
<thead>
<tr>
<th>What does a two year old need?</th>
<th>What a two year old can do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ‘My adult’ who knows all about me even before I start</td>
<td>• Go to my adult when I need support</td>
</tr>
<tr>
<td>• Time to get to know my new environment</td>
<td>• Be confident about my new environment</td>
</tr>
<tr>
<td>• People who understand me and my needs</td>
<td>• Find my coat and shoes when I want to play outside</td>
</tr>
<tr>
<td>• A safe base</td>
<td>• Look at photos of my family when I want to</td>
</tr>
<tr>
<td>• Somewhere to put my things</td>
<td>• May have problems expressing myself - I may become frustrated and impulsive</td>
</tr>
<tr>
<td>• To see photos of my family, pets and toys</td>
<td>• Can learn to put on my own coat and shoes</td>
</tr>
<tr>
<td>• Enough time for me and my learning</td>
<td>• Begin to learn to play co-operatively with my friends</td>
</tr>
<tr>
<td>• Someone to talk to my parents about how I can learn at home</td>
<td>• Learn how to share the toys</td>
</tr>
<tr>
<td>• Unhurried and flexible care routines</td>
<td>• Be proud of my own culture and background</td>
</tr>
<tr>
<td>• Support to dress and undress myself</td>
<td>• Continue my learning at home</td>
</tr>
<tr>
<td>• To make friends</td>
<td></td>
</tr>
<tr>
<td>• My own culture and background to be valued</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult role</th>
<th>What the adult can provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be patient, calm and affectionate</td>
<td>• An effective key person system</td>
</tr>
<tr>
<td>• Build positive relationships with parents and carers during settling-in periods and ongoing</td>
<td>• Flexible settling-in policy and arrangements</td>
</tr>
<tr>
<td>• Gather important information about daily routines, nappy routines, comfort objects, likes and dislikes, and people who are important to them when the children first start</td>
<td>• Use of ‘All About Me’ documentation and regularly updating the details</td>
</tr>
<tr>
<td>• Listen to and talk with the children</td>
<td>• A whole staff approach to supporting home learning</td>
</tr>
<tr>
<td>• Be supportive and understand the children’s developing emotions and feelings</td>
<td>• An accessible space for the children to put their belongings</td>
</tr>
<tr>
<td>• Use photographs of the children and their family in discussions</td>
<td>• Low-level access to family photographs (display, baskets, books, etc)</td>
</tr>
<tr>
<td>• Be flexible with the children’s routines</td>
<td>• Unhurried and flexible day-today routines</td>
</tr>
<tr>
<td>• Use care times to strengthen the key person bond</td>
<td>• Focused one-to-one attention during routine care times</td>
</tr>
<tr>
<td>• Support young children to dress and undress themselves</td>
<td>• Give children time to develop their independence skills</td>
</tr>
<tr>
<td>• Be understanding about helping young children to share and take turns</td>
<td>• Balance of space and multiple sets of some equipment to help with turn taking and sharing</td>
</tr>
<tr>
<td>• Understand a typical two year old perspective of ‘I see, I want, I take’</td>
<td>• Choose equipment that can be used by more than one child as well as individually e.g. double easel</td>
</tr>
<tr>
<td>• Work closely with the children’s family and carers to continue the learning journey at home</td>
<td>• Create an environment that reflects diversity, with equipment that reflects the children’s homes, and notices in home languages</td>
</tr>
<tr>
<td>• Model and support positive interactions</td>
<td>• Provide mirrors where children can see and talk about themselves</td>
</tr>
<tr>
<td>• Be sensitive to and embed the different cultures and backgrounds within the setting</td>
<td></td>
</tr>
</tbody>
</table>

**Further reading, references and websites**


Communication and Language

‘A child learns to talk in a setting where adults talk to children and each other’ (Ministry of Education, 1996, p. 19)

<table>
<thead>
<tr>
<th>What does a two year old need?</th>
<th>What does a two year old need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A calm, quiet space with little background noise</td>
<td>• Talk to ‘my adult’ and friends</td>
</tr>
<tr>
<td>• Someone to talk to</td>
<td>• Learn new words when I play</td>
</tr>
<tr>
<td>• Something to talk about</td>
<td>• Experiment with sounds and language, and try things out</td>
</tr>
<tr>
<td>• Someone to tell me what words mean</td>
<td>• Develop my listening skills and sound recognition</td>
</tr>
<tr>
<td>• An interesting environment</td>
<td>• Use pictures and/or signs to support my language</td>
</tr>
<tr>
<td>• A communication-friendly space, indoors and outdoors</td>
<td>• Identify different sounds</td>
</tr>
<tr>
<td>• Somewhere where my home language is valued</td>
<td>• Communicate my needs effectively</td>
</tr>
<tr>
<td>• Support with pictures or gestures where I struggle to make myself understood</td>
<td>• Learn new songs and rhymes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know that some of my friends use words in a different language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult role</th>
<th>What the adult can provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen before talking</td>
<td>• Model clear and correct pronunciation of words (avoid too much dialect)</td>
</tr>
<tr>
<td>• Give children space and time to respond</td>
<td>• Provide comprehensive information and resources to parents and carers.</td>
</tr>
<tr>
<td>• Be comfortable with silences which allow them time to think</td>
<td>• Language development at home</td>
</tr>
<tr>
<td>• Show real interest in what the children have to say</td>
<td>• Create a language-rich environment both indoors and outdoors</td>
</tr>
<tr>
<td>• Try to comment on what the children are saying and doing rather than asking too many questions</td>
<td>• Value the child’s voice in the setting</td>
</tr>
<tr>
<td>• Be aware of appropriate questioning techniques</td>
<td>• Imaginative play toys, eg. dressing-up clothes, doll’s house, tea set, Playmobil, etc.</td>
</tr>
<tr>
<td>• Keep questioning to a minimum to avoid interrogation</td>
<td>• Messy play with sensory exploration, eg. water play, sand play, chalk boards, finger painting, play dough, etc.</td>
</tr>
<tr>
<td>• Let children initiate conversations and do not overwhelm them with too much talk – keep a balance</td>
<td>• Inset puzzles – opportunities to develop early vocabulary</td>
</tr>
<tr>
<td>• Sing familiar nursery rhymes, action songs, popular culture songs and made up songs</td>
<td>• Listening to appropriate CDs – helping to develop listening and attention skills</td>
</tr>
<tr>
<td>• Share stories throughout the day with individuals or in small groups – ‘a sofa full of two-year-olds is enough!’</td>
<td>• Repetitive books, eg. ‘Dear Zoo’, ‘The Gingerbread Man’, ‘We’re Going on a Bear Hunt’, etc.</td>
</tr>
<tr>
<td>• Model and expand children’s language, and avoid correcting their speech</td>
<td>• Simple lotto boards – helping to develop early vocabulary</td>
</tr>
<tr>
<td>• Be ‘tuned in’ to the children’s interests in order to support and extend their language</td>
<td>• Colour and shape matching, as well as counting games and activities</td>
</tr>
<tr>
<td>• Get down to the child’s level and use eye contact when talking</td>
<td>• Puppets – make up stories and act them out</td>
</tr>
<tr>
<td>• Value non-verbal communication</td>
<td>• Sequencing toys, eg. coloured bricks, threading beads, etc.</td>
</tr>
<tr>
<td>• Work in close partnership with parents, particularly for use of specific words from child’s background</td>
<td>• Rhyming lotto, rhyming books – helping to focus on the differences and similarities between word sounds, building the foundations for reading and writing</td>
</tr>
<tr>
<td>• Encourage parents to borrow resources to support language development at home</td>
<td>• Take a consistent approach to the use of signs, symbols and pictures, where used</td>
</tr>
<tr>
<td>• Support families and carers by providing labels for resources, dual-language books, made-up books, recordings / CDs, posters, stories, etc. to value a child’s home or second language</td>
<td>• Make use of an effective speech and language monitoring tool</td>
</tr>
<tr>
<td>• Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home</td>
<td>• Arrange training and development opportunities for staff, parents and carers</td>
</tr>
<tr>
<td>• Use signing and picture prompts where needed</td>
<td></td>
</tr>
<tr>
<td>• Understand the importance of speech, language and communication development, and how to support it</td>
<td></td>
</tr>
<tr>
<td>• Know what to expect at different stages / ages and what to do if there are concerns</td>
<td></td>
</tr>
<tr>
<td>• Monitor children’s speech, language and communication development on a regular basis</td>
<td></td>
</tr>
</tbody>
</table>
Further reading, references and websites
‘Baby and Beyond’ series - Featherstone Education Ltd

Physical Development
‘An important aspect of exploration and discovery is movement. What can I do with my body?’ (Hope, 2007, p. 54)

<table>
<thead>
<tr>
<th>What does a two year old need?</th>
<th>What a two year old can do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space to be active</td>
<td>Have fun moving my body in different ways</td>
</tr>
<tr>
<td>Plenty of opportunities to move in order to understand the messages from my body</td>
<td>Enjoy my time running, jumping, spinning, rolling, swinging, twirling, wobbling, bouncing, sliding, crawling and mark-making</td>
</tr>
<tr>
<td>Somewhere to run, crawl, climb and jump</td>
<td>Digging, sweeping, washing the windows of the cars, filling the toy trucks and buckets, pushing the wheelbarrow, pulling the trolley, using the pulley and hanging things on the washing line</td>
</tr>
<tr>
<td>Somewhere to rock, swing, spin and slide</td>
<td>Wash my own hands</td>
</tr>
<tr>
<td>Activities to help develop my fine motor skills</td>
<td>Go to the toilet independently, but I may need a bit of help pulling my pants up</td>
</tr>
<tr>
<td>Support for me to be healthy and to care for myself</td>
<td>Dress and undress myself, but I may need support with zips, buttons and fasteners</td>
</tr>
<tr>
<td>Unhurried nappy changing in pleasant surroundings, and flexible care routines</td>
<td>Learn about healthy food and drink</td>
</tr>
<tr>
<td>Opportunities to develop my balance and sense of spatial awareness</td>
<td>Enjoy harvesting, cooking and eating my own produce</td>
</tr>
<tr>
<td>Healthy food and drink</td>
<td></td>
</tr>
<tr>
<td>Daily opportunities for outdoor play</td>
<td></td>
</tr>
<tr>
<td>Opportunities to learn about healthy living</td>
<td></td>
</tr>
</tbody>
</table>

Adult role
- Promote a positive approach towards healthy lifestyles
- Support parents with ideas for healthy nutrition, e.g. healthy lunchboxes, non-sugary drinks, etc.
- Review the indoor and outdoor environments in terms of promoting physical development
- Support the children to be independent during meal times, e.g. pouring their own drinks, preparing snack, serve their own food, etc.
- Allow time and encourage the children to be as independent as possible with their own care routines
- Support parents with ideas for toilet-training and sleep routines
- Allow some risk-taking and provide appropriate levels of challenge
- Be aware of typical stages of physical development in children
- Focus on the development of gross motor skills (single limb movements, throwing, pushing, pulling, etc.) and muscle strength which in turn will lead to promoting fine manipulative skills (precise use of hands and fingers, development of pincer grips, using cutlery, drawing, writing, etc.)
- Share with parents the importance of the stages of physical development

What the adult can provide
- A stimulating and well-resourced outdoor environment
- Opportunities to promote physical development indoors
- Opportunities to support large motor play: milk crates, guttering, logs, planks, bikes and trikes, tunnels, climbing frames, barrels, tyres, large blocks, wheelbarrow, bats and balls, sweeping brushes, parachute, scarves, streamers, construction and building blocks, bags, large paint brushes, mud pit, stirring and whisking in water tray, etc.
- Opportunities to support fine motor development: putting on hats, coats and boots, playdough and other malleable materials, washing line and pegs, chalks, paints, gloop, slime (soap flakes and water), finger paints, small objects for sorting and to develop pincer grip (corks, lids, cones, pebbles, shells, large buttons, cloths, tubes, chains), using tweezers, peg boards, threading, water squirts / plant spray bottles, bubble wrap, crayons, pens, scissors, cooking equipment, small blocks and construction materials, jigsaws, boxes with lids, bags with zips, sponges, chopsticks, etc.
- Low toilets, sinks and towels and taps that can be turned on and off are needed
- Healthy and nutritional food and drink
- Appropriate child-sized cutlery and crockery for mealtimes
- Positive ethos towards healthy lifestyles
- Space to grow own fruit and vegetables appropriate to outdoor area, eg, raised beds, garden pots, growbags, etc.
Further reading, references and websites

Statutory framework for the Early Years Foundation Stage 1.6
Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child. Practitioners working with the youngest children are expected to focus strongly on the three prime areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Statutory framework for the Early Years Foundation Stage 1.7
For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Statutory framework for the Early Years Foundation Stage 1.8
Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Statutory framework for the Early Years Foundation Stage 1.9
In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:
- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
Supporting and enhancing early education for two year olds

Characteristics of Effective Teaching and Learning
Two year olds have an all-consuming drive to engage in, and explore, the world around them. Young children learn best when they are encouraged to follow their natural curiosity and are supported to appropriately devise their own learning and discoveries (self-regulated learning). Children will be helped in developing skills for lifelong learning when they are nurtured in an environment that promotes the development of the characteristics of learning:

<table>
<thead>
<tr>
<th>Playing and exploring – engagement ‘thrill’</th>
<th>Further reading, references and websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing with what they know</td>
<td></td>
</tr>
<tr>
<td>Being willing to ‘have a go’</td>
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</table>

| Active learning – motivation ‘will’       |                                        |
| Being involved and concentrating         |                                        |
| Keep on trying                           |                                        |
| Enjoying achieving what they set out to do|                                        |

| Creating and thinking critically – thinking ’skill’ |                                        |
| Having their own ideas                     |                                        |
| Making links                               |                                        |
| Choosing ways to do things                 |                                        |

Supporting home learning

**Statutory framework for the Early Years Foundation Stage 1.10**
The key person must seek to engage and support parents and/or carers in guiding their child’s development at home.

Children’s learning is enhanced when parents, carers and practitioners share their learning and development together in a joined up, continuous way. Here are some ways that practitioners and families can work together to share this exciting journey:
- celebrating achievements and sharing interests from both home and the setting
- day to day exchange of information between the family and key person
- sharing the ways that children learn through leaflets, informative displays, photographs and websites
- developing resources for families to borrow, for example story bags and activity packs
- share the Cumbria ‘Time Together at Home’ with parents and carers.

What to expect, when? A parents’ guide
The purpose of this booklet is to help parents/carers find out more about how their child is learning and developing during their first five years, in relation to the EYFS. Children develop more rapidly during the first five years of their lives than at any other time. This booklet has been written to help parents know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the EYFS.


Printed copies can be purchased from the 4Children website at the cost of £2.99 [http://www.4children.org.uk/Resources/Detail/What-to-expect-when](http://www.4children.org.uk/Resources/Detail/What-to-expect-when)

Further reading, references and websites
Statutory framework for the Early Years Foundation Stage 1.11
A quality learning experience for children requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.

Sensory play and brain development
Everything a toddler hears, sees, tastes, touches and smells influences the way the brain makes its connections. The more stimulating and nurturing the experience provided is, the greater the potential to form positive connections. Whenever adults provide sensory play experiences for children, they are helping to stimulate brain development. Resources should be selected to stimulate as many senses as possible – natural resources have greater texture and smell than manufactured products. Two year olds need as many first hand experiences as possible, for example, playing outside in the snow will provide rich, multi-sensory experiences that cannot be replicated through pictures only.

What does a two year old need?
- Someone to be there for me
- Someone who will let me be me
- A flexible and dependable environment
- Friends and adults to talk to
- Small groups and time for play

What a two year old can do?
- Talk to my friends and adults
- Choose my own resources
- Have a rest when I want to
- Move around in active play
- Get messy having fun
- Discover quiet cozy spaces and soft toys
- Learn through my senses
- Explore my environment safely
- Play indoors and outdoors
- Experiment in my play – What happens if I do this? What noise does it make? What does this do?

Adult role
- Understand and appreciate the development of two-year-olds
- Be supportive
- Support language development
- Encourage independent and self-help skills
- Offer appropriate challenge
- Produce effective displays
- Be flexible with routines
- Create an emotionally stable environment

What the adult can provide
- Homely environment with calming, natural colours
- Enough space that is uncluttered
- Natural resources indoors and outside
- Accessible, open-ended resources
- Authentic resources, eg. real pans in home corner
- Resources labelled with words and pictures
- Language enriched environment
- Safe and challenging physical activities
- Space to have a nap, rest or quiet time
- Hidey holes and small sheltered spots
- Multi-sensory approach through messy play
- High quality displays of children’s work and photos
- Flexible routines
- Space for the children’s personal belongings
- Appropriate areas indoors and outdoors

Further reading, references and websites
www.imaginationtree.com
stompinginthemud.blogspot.co.uk
Schematic play and common patterns of play

The word ‘schema’ is generally used to describe patterns of repeated behaviour which children use to explore and express their developing ideas and thoughts through play and exploration.’ (Louis et al, 2010, p11)

‘Schemas have now been recognised as such an important part of children’s growth and learning, that understanding the theory behind schema development is a key responsibility for every early years practitioner.’ (Louis et al, 2013, p6)

What does a two year old need?
- someone who understands schemas
- someone who can observe me well
- someone who knows how I think
- someone who can provide for my needs

### Background research

Jean Piaget (1896 - 1980) was amongst the first to recognise patterns of behaviours in young children (schemas)

Lev Vygotsky (1896 - 1934) discussed the symbolic functions of language in more detail

Chris Athey (1924 - 2011) followed Piaget’s theories and used observations of children to support links to speech, comprehension and prominent schemas

Professor Tina Bruce worked with Chris Athey and further developed the research

Cathy Nutbrown is a lecturer at University of Sheffield, has developed the work on schemas, and has published a book titled ‘Threads of Thinking’

<table>
<thead>
<tr>
<th>Schema</th>
<th>Adults can provide…</th>
<th>Other resources or activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trajectory</strong></td>
<td>An interest in throwing and dropping things from a height, or climbing up and jumping off things repeatedly.</td>
<td>Balls and equipment that can be thrown at a target (balls, balloons, beanbags, bubbles, wet sponges).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● blowing things such as feathers, tissue paper, ping pong balls, light weight scarves</td>
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<tr>
<td></td>
<td></td>
<td>● using a simple pulley system,</td>
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<tr>
<td></td>
<td></td>
<td>● spraying water and paint from squeezy bottles</td>
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<td></td>
<td></td>
<td>● using pipes and funnels in the water tray</td>
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<tr>
<td></td>
<td></td>
<td>● running with kites and streamers, rolling cars down guttering, and allowing children to use swings safely</td>
</tr>
<tr>
<td><strong>Rotation</strong></td>
<td>A fascination with spinning, including wheeled toys, being swung round or riding on a roundabout.</td>
<td>Equipment that can be turned or spun round and round (knobs, taps, keys, wind-up toys).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● streamers and ribbons</td>
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<tr>
<td></td>
<td></td>
<td>● hula hoops</td>
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<tr>
<td></td>
<td></td>
<td>● windmills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● exploring analogue watches and clocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● mixing and stirring in creative play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● waterwheels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● kaleidoscopes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● using paint rollers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● watching sycamore seeds fall</td>
</tr>
<tr>
<td><strong>Connecting and disconnecting</strong></td>
<td>An interest in joining different things together and taking things apart.</td>
<td>Equipment that can be joined and then disconnected (train tracks, construction sets, sticking or taping materials together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● making human chains</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● weaving with natural materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● connecting straws or magnets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● building with junk materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● connecting pipes and funnels together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● making a domino rally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● threading beads of pasta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● using washing lines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● making chalk lines to follow</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>An interest in putting objects or their own bodies in different places and positions i.e. upside down and on their sides.</td>
<td>Objects and equipment that can be viewed from different angles, and also sturdy equipment that the children can climb on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● using magnifying glasses,</td>
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<tr>
<td></td>
<td></td>
<td>● mirrors and binoculars</td>
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<tr>
<td></td>
<td></td>
<td>● creating peep holes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● climbing and swinging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● using ropes and tyres swings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● tumbling mats and headstands</td>
</tr>
</tbody>
</table>
### Enclosing
An interest in putting borders around their drawings and painting, and making block enclosures.

<table>
<thead>
<tr>
<th>Equipment for children to create fences and walls for themselves, and other objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>building dens and hidey holes</td>
</tr>
<tr>
<td>using tents, blankets and tunnels</td>
</tr>
<tr>
<td>marking out spaces and places (chalk, water and large paint brushes)</td>
</tr>
<tr>
<td>using boxes and cartons to make houses and homes</td>
</tr>
<tr>
<td>using clay to make caves</td>
</tr>
<tr>
<td>exploring boxes of collections of objects</td>
</tr>
</tbody>
</table>

### Enveloping
A fascination in covering themselves, objects and their drawings and paintings, as well as wrapping things up.

<table>
<thead>
<tr>
<th>Bags, baskets and containers for children to put things in, and fabric or clothing for children to hide themselves in.</th>
</tr>
</thead>
<tbody>
<tr>
<td>envelopes in the writing area</td>
</tr>
<tr>
<td>wrapping paper, boxes and gift tags</td>
</tr>
<tr>
<td>nesting toys or Russian dolls</td>
</tr>
<tr>
<td>shape sorters</td>
</tr>
<tr>
<td>cellophane in the dough area</td>
</tr>
<tr>
<td>parachute play</td>
</tr>
<tr>
<td>sand and soil for burying things in</td>
</tr>
<tr>
<td>variety of different papers in the creative area</td>
</tr>
<tr>
<td>masking or sticky tape</td>
</tr>
</tbody>
</table>

### Positioning
An interest in lining up objects.

<table>
<thead>
<tr>
<th>Toys, books and other objects that can be lined up or stacked e.g. cars.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mosaics</td>
</tr>
<tr>
<td>peg boards</td>
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<tr>
<td>small objects (stones, shells, buttons)</td>
</tr>
<tr>
<td>creating layers in paint / collage</td>
</tr>
<tr>
<td>train tracks</td>
</tr>
<tr>
<td>sorting activities</td>
</tr>
<tr>
<td>games involving hiding and finding objects</td>
</tr>
</tbody>
</table>

### Transporting
A fascination in moving themselves or objects from one place to another, bringing objects to an adult, and carrying things around in bags or containers.

<table>
<thead>
<tr>
<th>A wide variety of containers to help children transport items e.g. bags, jugs, cars, buckets and wheelbarrows.</th>
</tr>
</thead>
<tbody>
<tr>
<td>add gravel, shells and pebbles to sand play</td>
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<tr>
<td>building waterways with guttering</td>
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<tr>
<td>using logs, rocks and bricks</td>
</tr>
<tr>
<td>using different sized stacking boxes</td>
</tr>
<tr>
<td>carts, trolleys, pushchairs and prams</td>
</tr>
<tr>
<td>shopping baskets, and filling egg cups with small items</td>
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</tbody>
</table>

### The role of the adult
The role of the adult is to observe children in their play, identify possible schemas, and plan for these in the children’s next steps for learning and development.

Schemas may not be seen in isolation; young children can often display more than one schema in their play – this is referred to as clusters of schemas.

### Ideas for sharing knowledge of schemas with parents and carers:
- Consider creating a display to inform parents about schemas
- Consider planning a workshop on schemas
- Offer the parents handouts or leaflets
- Direct parents to useful websites:
  - [www.leics.gov.uk/penn_green_schemas.pdf](http://www.leics.gov.uk/penn_green_schemas.pdf)
  - [www.dorsetforyou.com/357248](http://www.dorsetforyou.com/357248)
  - [www.eeys.info](http://www.eeys.info)

### Further reading, research and websites


Section 2 – Assessment: Progress check at age two

Assessment for two year olds
In order to plan experiences that match the children’s interests and extend them fully in their learning, practitioners must work closely with families to accurately assess children’s starting points.

Planning informed by ongoing and regular assessment is of paramount importance and will enable the child to reach their potential when it is based on a strong partnership between home and setting. Documentation of children's learning should be available to parents, carers and children to share together and contribute to as active participants. This may be developed in a range of different ways for example Wow boards, scrap books, diaries, home exchange slips or electronic journals.

Statutory framework for the Early Years Foundation Stage 2.1
Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.

The Two Year Old Progress Check
The EYFS Statutory Framework (2014) requires practitioners to work together with parents to develop a short written summary of their child’s progress in the prime areas. This must be completed when a child is aged between 24 and 36 months. Detailed guidance is provided in ‘A Know How Guide: The EYFS progress check at age two’ (this document is available at www.foundationyears.org.uk).

Statutory framework for the Early Years Foundation Stage 2.3
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. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals (for example, the provider’s Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Statutory framework for the Early Years Foundation Stage 2.4
Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and 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). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.
Guidance for practitioners on the Joint Review
From September 2015, local authorities, health visiting services and early years providers will be expected to bring together health and early education reviews for young children at the age of two to two-and-a-half.

Research shows that 80% of children’s brain development happens in their first three years of life. Acknowledging the need to invest in people during these crucial early years, those working with children are mandated to carry out several reviews to ensure children’s health and mental wellbeing, and to ensure any issues with either are identified as early as possible.

Currently, health visitors carry out the healthy child programme check on children around two years of age, and an early years foundation stage review is done in an education setting around the same time. Bringing the two reviews together aims to help to:
- build a picture of child development at age two across the country and by local area
- assess effectiveness and impact of services for 0-2 years old
- plan appropriate services for children aged two and beyond

The Early Childhood Unit has been commissioned by the Department of Health to provide supporting materials for health and early years practitioners carrying out integrated reviews for children aged two to two-and-a-half. The materials are based on the work of the Department of Health and Department for Education joint Integrated Review Development Group and can be accessed on the Foundation Years website http://www.foundationyears.org.uk/files/2015/03/IR_Supporting_Material.pdf

The Department for Education and Department of Health have published the findings of a study led by the National Children’s Bureau (NCB) into the pilot phase of the Integrated Review (Department for Education (2014) Implementation study: Integrated Review at 2-2½ Years - Integrating the Early Years Foundation Stage Progress Check and the Healthy Child Programme health and development review). The report is available for download at www.gov.uk/government/publications or www.foundationyears.org.uk

In addition the National Children’s Bureau (www.ncb.org.uk) has developed a toolkit to provide support to local early years and health teams to design and implement the Integrated Review at age 2.

Statutory framework for the Early Years Foundation Stage 2.5
Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, 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, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and provide support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

There are a range of frequently asked questions, Integrated Review FAQs, available at http://www.foundationyears.org.uk/2012/09/integrated-review-faqs/

Below are a couple of examples from the Integrated Review FAQs:

Why integrate health and education reviews at age 2?
Age two is an important time for children and their parents. It is a time when problems with language development and behaviour can start to be identified, at an age where interventions can be more effective than they would be for an older child, making a real difference to a child’s future.

This is recognised in the fact that the Healthy Child Programme requires a health review at age 2 – 2 ½, and from September 2012 in the new Early Years Foundation Stage there is a requirement for parents to be provided with a written summary at age 2 of their children’s progress in the EYFS prime areas of learning. However, currently these two opportunities for review of a child’s progress at age 2 – 2 ½ are not integrated together in a coherent way.
Lack of integration can mean that:
- Parents receive only partial information about their child’s development from a particular professional’s viewpoint;
- Development needs/areas are not identified as early as they could be;
- There is confusion further along in the system e.g. in referral to other services about who is best placed to provide any additional support.

What are the likely benefits of integrating reviews at age 2 – 2 ½?
Integrating health and education reviews could give a more complete picture of the child through drawing together the detailed knowledge of how the child is learning and developing day to day at their educational setting with the expertise of the child’s health visitor at the health review, along with parents’ views and concerns about their child’s progress.

The integrated review will aim to:
- Identify the child’s progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development.
- Facilitate appropriate intervention and support for children and their families, where progress is less than expected.
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children’s outcomes.

Further reading, references and websites
Harrow Council (2014) Tuning in to Two Year Olds – Improving Outcomes for Two Year Olds. 4Children.
Islington (2012) Progress Check at Age Two – Guidance and supporting documents for Islington early years providers. Islington.
NCB supported by DfE (2012) A Know How Guide – the EYFS progress check at age two. NCB.
NCB (2015) The Integrated Review: Bringing together health and early education reviews at age two to two-and-a-half - Supporting materials for practitioners working with young children
Section 3 – The safeguarding and welfare requirements

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. Providers may find the LIS Welfare/Legal Requirements Checklist – LISEY 03 useful to review this aspect of practice and provision.

This document covers children from birth up to the end of their Reception year in schools and settings.

As this document changes in line with legislation please contact the Early Years Team for an up to date copy.

Child Protection

Statutory framework for the Early Years Foundation Stage 3.4
Providers must be alert to any issues for concern in the child’s life at home or elsewhere. Providers must have and implement, a policy and procedures, to safeguard children These should be in line with the guidance and procedures of the relevant Local Safeguarding Children’s Board (LSCB). The safeguarding policy and procedures must include an example of the action to be taken in the event of an allegation against a member of staff, and cover the use of mobile phones and cameras in the setting.

Statutory framework for the Early Years Foundation Stage 3.5
A practitioner must be designated to take lead responsibility for safeguarding children.

The lead person is responsible for liaising with local statutory children’s services agencies and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis. The lead practitioner must attend a child protection training course.

Statutory framework for the Early Years Foundation Stage 3.6
Providers must train all staff to understand their safeguarding policy and procedures and ensure all staff have up to date knowledge to ensure that they are able to spot the signs of possible abuse and neglect.

How will I do this?
- Appoint a designated safeguarding person
- Include safeguarding on staff meeting agendas
- Give staff a scenario to work through at the meeting (this should take no more than 5 – 10 minutes)

Disqualification

Statutory framework for the Early Years Foundation Stage 3.15
A childcare worker may be disqualified because they live in the same household as another person who is disqualified or because they live in the same household where a disqualified person is employed.

Statutory framework for the Early Years Foundation Stage 3.16
A provider must inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.
Supporting and enhancing early education for two year olds

**Statutory framework for the Early Years Foundation Stage 3.17**
The provider must give Ofsted the following information about themselves or about any person who lives in the same household:- details of any order, determination or conviction, or the date when other ground for disqualification arose, the body or court which made the order, determination or conviction, and the sentence(if any) imposed; and a certified copy of the relevant order.

**Statutory framework for the Early Years Foundation Stage 3.18**
The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

**How will I do this?**
- Always ask on application form or at interview.
- At appraisal/supervision ask about change of circumstances.

**Staff qualifications, training, support and skills**

**Statutory framework for the Early Years Foundation Stage 3.19**
Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which affects their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners seek medical help.

**How will I do this?**
- Ensure that all practitioners ask their GP if any medication they are prescribing will impair their ability to look after children.
- Have a system for staff to record that they are taking medication and know of no reason why they cannot care for children.

**Statutory framework for the Early Years Foundation Stage 3.20**
Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include emergency evacuation procedures, safeguarding, child protection, equality policy and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities.

**Statutory framework for the Early Years Foundation Stage 3.21**
Providers must have in place arrangements for supervision of staff who have contact with children and families. *(For an example of a supervision record form see appendix 1.)*

**Statutory framework for the Early Years Foundation Stage 3.22**
Supervision should provide opportunities for staff to discuss any issues – particularly concerning a child's development or well-being, identify solutions to address issues as they arise and receive coaching in personal effectiveness. All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have a full paediatric first aid certificate in order to be included in the ratios.
Working with two year olds is extremely rewarding and is a highly skilled and demanding job. It requires practitioners who are very well trained, motivated and supported. In order to provide the best possible experiences for young children, it is important that practitioners are well qualified and have up to date knowledge of child development and current research.

Coe et al. (2014) has identified five key drivers of quality in work with under 3’s:
- Knowledgeable and capable practitioners, supported by strong leaders
- A stable staff team with a low turnover
- Effective staff deployment (e.g. favourable ratios, staff continuity)
- Secure yet stimulating physical environments
- Engaged and involved families

Some opportunities for continuing professional development may be:
- Accessing training relevant to supporting two year olds and their families
- Undertaking action research
- Membership of the EYFS Forum
- Reading relevant publications
- Joining Early Years Footprint Clusters
- Networking with other settings and providers

Key person role and attachment theory

Statutory framework for the Early Years Foundation Stage 3.23
The manager must hold at least a full and relevant level 3 qualification and have two years’ experience and at least half of all other staff must hold a full and relevant level 2. There must be a named deputy to cover for the manager’s absence.

Statutory framework for the Early Years Foundation Stage 3.25
At least one member of staff with paediatric first aid must be on site at all times.

Statutory framework for the Early Years Foundation Stage 3.26
Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care.

How will I do this?
- Assign each child with a key person
- Ensure that parents / carers are also aware of who the child’s key person is, either by having photographs of groups on the wall or by sending a letter home.

It may be appropriate to wait until the child has made their own attachment to a particular member of staff before allocating the key person.
The key person relationship and attachment

Positive relationships and attachment are vital for young children in order to for them to feel secure, loved and supported. Two year olds need to know that they will be comforted when they are distressed and to have a ‘secure base’ (parent/carer or key person) to regularly return to as they become more confident to play and explore.

All children are unique and have had different experiences prior to starting at their early year’s setting. Therefore, it is important that the settling in period is carefully planned to minimise the distress to the child and their family. Practitioners need to take account of individual needs and provide a personalised approach rather than a ‘one-size fits all’. A supportive settling in period is like building a bridge between the key person, the child and the family.

How can practitioners help me to settle in?
- make time to find out as much about me as possible
- let me and my family know that we are welcome
- talk to the people who know me best and find out what I like and dislike
- visiting me in my home environment can make me feel special
- allow my special people to stay with me while I get to know you
- let me bring my comforters and show me a safe place to keep them
- if I have any additional needs, find ways to support me and my family

As the child settles into the setting, their attachment with their key person will be strengthened as they spend time together. Daily care routines such as nappy changing and mealtimes provide significant opportunities for developing communication skills, social interaction and independence.

My key person needs to:
- get to know and understand both me and my family
- help me as I grow emotionally, socially, cognitively and physically
- respect my stage of development and celebrate my progress
- have appropriate expectations of what I can do and understand
- identify and respond to my interests and way of learning
- value my identity and cultural background

A strong bond with their key person is like an emotional safety net, and it is essential that it is strong enough to ‘catch’ the child in the absence of their parents.

Staff: child ratio (including mixed age provision)

Statutory framework for the Early Years Foundation Stage 3.28
Children must usually be within sight and hearing of staff and always within sight or hearing.

Statutory framework for the Early Years Foundation Stage 3.29
Only those aged 17 or over may be included in ratios except apprentices when the age is over 16 - as long as the provider is satisfied that they are competent and responsible.

Statutory framework for the Early Years Foundation Stage 3.32
For children aged two: at least one member of staff for every four children. At least one member of staff must hold a full and relevant level 3 qualification and, at least half of all other staff must hold a full and relevant level two.
How will I do this?
- Have a comprehensive staff induction procedure and form ensuring all areas listed are covered.
- Staff supervision should be timetabled at regular intervals and should be seen as a priority.
- Checking qualifications at [www.education.gov.uk/eypqd](http://www.education.gov.uk/eypqd)
- Ensure everyone knows who is qualified in paediatric first aid and these qualifications are renewed every three years. Certificate as evidence at interview
- Ensure all staff have a good command of the English language.

**Staff may look after / care for children adding up to 24 points**
Children aged 2 = 6 points
Children aged 3 = 3 points
This is useful in a mixed age group

**Staff : Child ratios in mixed age room**

<table>
<thead>
<tr>
<th>No of 2 year olds</th>
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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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**NB. Different ratios apply when working with children three years and over according to staff qualifications. Please refer to the Statutory Framework for the Early Years Foundation Stage (3.33 – 3.37) for further guidance.**
Supporting and enhancing early education for two year olds

**Mixed age provision**
Remember – two year olds are at a unique stage of development. They are developing their independence and do not want you to do everything for them (this may mean that tasks will take a lot longer!) children experience many positive advantages by being cared for in mixed aged groups, for instance social interaction and contact with siblings. However it is important to remember that a two year old should not be treated as a mini pre-schooler or be expected to behave in the same way as an older child - their brains and bodies are at a different developmental stage.

Tips for supporting two year olds in mixed age groups:
- Remember that three and four year old children may want to participate in group role play activities in the home corner whereas a two year old may be more interested in using the space to embed their understanding of schemas e.g. transporting the resources elsewhere. Provide other resources for schema exploration to try to minimise this conflict.
- Expectations of two year olds during group times need to be realistic. Shorter gathering times in a small group work best – a sofa full of two year olds at story time is enough.
- In mixed age provision, there needs to be flexibility in rules which may need to be relaxed for the younger children. For example, a two year old may want to bring a favourite toy to the snack table. With explanation, older children will often understand this.

Having children in a mixed age room for the first time can be daunting and there are lots of things to think about. Once practitioners start seeing the nursery through the eyes of a 2-year-old, it not only becomes easier but also much more fun.

**Further reading, references and websites**
Kathy Brodie Two Year Olds in Mixed Age Groups  
http://www.abcdoes.com/abc-does-a-blog/2012/05/two-year-olds-in-a-mixed-age-group-by-kathy-brodie/

**Medicines**

**Statutory framework for the Early Years Foundation Stage 3.45**
Providers must have and implement a policy and procedure for administering medicine. It must include systems for obtaining information about a child’s needs for medicine and for keeping the information up to date. Training must be provided for staff where administration of medicine requires medical or technical knowledge.

**Statutory framework for the Early Years Foundation Stage 3.46**
Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained and a written record must be kept. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.

**How will I do this?**
- By having robust policy and procedures in place
- Keep child’s medical information up to date by reminding parents to update it at least termly
- Contact the local health visitor or the child’s health visitor for any training
- Have a supply of forms easily accessible ready to be completed by parents/carers (See Managing medicines in schools and early years settings)
- Have a supply of elastic bands for attaching consent forms to medicine bottles.

**Food and drink**

**Statutory framework for the Early Years Foundation Stage 3.47**
Meals, snacks and drinks provided must be healthy, balanced and nutritious. Before a child is admitted to a setting the provider must obtain any special dietary information, preferences and food allergies. Fresh drinking water must always be available and accessible.
What does a two year old need?
- Someone to talk to
- Someone to listen to me
- Someone to support me
- Healthy food and drink

What a two year old can do?
- Help to set the table
- Help to prepare snacks
- Pour my own drink
- Butter my own toast
- Serve myself and my friends
- Talk to my key person
- Talk to my friends
- Talk about my day
- Taste new foods
- Tidy up
- Eat healthy food to make me grow big and strong
- Learn table manners

Adult role
- Sit and eat with the children
- Flexible approach to timings
- Be patient and a good role model
- Engage in conversation by talking and listening to the children
- Promote independence
- Consider fussy eaters
- Introduce new foods gradually

Remember to share information with parents and carers, and promote healthy lunch boxes

Further reading, references and websites
‘Eat better, start better’ - www.childrensfoodtrust.org.uk
www.nhs.uk/liveWell/goodfood
www.nhs.uk/start4life
www.who.int – research by World Health Organisation

Accident or injury

Statutory framework for the Early Years Foundation Stage 3.48
There must be an area adequately equipped to provide healthy meals snacks and drinks. In group provision, all staff involved in preparing and handling food i.e for snack must receive training in food hygiene.

How will I do this?
- Advice on snacks and menus can be found at http://www.nhs.uk/change4life/Pages/healthy-snacks-for-kids.aspx
- Ensure sufficient staff have food hygiene qualifications

Mealtimes are an important part of the daily routine. It is important that they reflect the principles of the early years foundation stage.
Two year olds experience a lot of frustration as they often know exactly what they want to do and how they want to do it, but they may not yet be able to do it for themselves or express what they want to do verbally. Practitioners can help to reduce some of a young child’s frustration by giving them vocabulary to express their emotions.

Modelling language through simple role play and small world play with figures can support this. Dealing with conflicts and misunderstandings can be a rich opportunity for helping children to develop their understanding of emotion and their empathy towards others.

Two year olds are moving on from being a dependent baby and having many things done for them, to being a toddler with a strong desire to express their independence. This drive for autonomy – whilst still needing the patient support of nurturing adults – can result in the toddler’s emotions coming out in the form of a temper tantrum. When this happens, there are many ways that you can support the child, for example:

- Talk calmly, acknowledging that the child is feeling cross or upset and reflect their feelings back to them for example by saying ‘I can see you are feeling sad’
- Time out is inappropriate as the child cannot automatically change their behaviour in this situation
- Remember that having a tantrum can be frightening for a child so stay nearby, showing your availability until he/she is calm again
- Other children may be upset by the noise and disruption and will be reassured by the practitioner staying calm and acting kindly
- When the tantrum has passed, help the child with a drink of water and some kind, quiet words of reassurance

Further reading, references and websites

Early Support: Information about behaviour
Downloadable from: http://www.councilfordisabledchildren.org.uk/resources
### Premises

#### Statutory framework for the Early Years Foundation Stage 3.57

**The indoor space requirement for a two year old is 2.5m sq.**

**How will I do this?**

- Measure the floor space of the room and minus 10% for fixtures and fittings, divide by 2.5 for the number of two year olds the room will accommodate.

#### Statutory framework for the Early Years Foundation Stage 3.58

**Providers must provide access to an outdoor play area and planned activities should take place daily.**

### Things to consider

- Is there an area which is directly accessible from the two year olds indoor environment?
- Does this area require fencing to ensure the children's safety?

#### Statutory framework for the Early Years Foundation Stage 3.59

**Sleeping children should be checked regularly.**

### Things to consider

- There should be a quiet place for children to sleep (not necessarily a separate sleep room)
- The area could have bean bags, arm chairs, mats or cushions to make a cozy place for children to rest or sleep.
- This area should be kept as a quiet area even when no children are using it to sleep in.

#### Statutory framework for the Early Years Foundation Stage 3.60

**Providers must ensure there is an adequate number of toilets and hand basins available, there should usually be separate facilities for adults. Providers must ensure there are suitable hygienic changing facilities for children who are in nappies and providers must ensure that an adequate supply of clean bedding, towels, spare clothes are always available.**

### Things to consider

- Is there a staff toilet in the room? If not how are ratios going to be maintained whilst a staff member visits the toilet.
- If room permits a changing table with steps for the children to climb are best as it can be very difficult to lift some two years olds up onto a table.
- If buying a changing table ensure they are suitable for two year olds, most will have a maximum weight limit.
- Do you have sufficient toilets for the number of children you can take? It would usually be one toilet for 10 children, however some two year olds will still be in nappies when they start attending.

For an example of a nappy changing policy see appendix 2.

#### Statutory framework for the Early Years Foundation Stage 3.62

**Providers must only release children into the care of individuals who have been notified by the parent, and must ensure that children do not leave the premises unsupervised. Providers must take reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure.**
How will I do this?
- Have a list of people allowed to collect children.
- If people are to be able to access the childcare area without passing through the setting ensure procedures must be in place for signing in.

Risk Assessment

Statutory framework for the Early Years Foundation Stage 3.64
Providers must determine where it is helpful to make written risk assessments. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

How will I do this?
- A daily check list should be put in place and a member of staff responsible for ensuring it is completed.

Outings

Statutory framework for the Early Years Foundation Stage 3.65
Providers must assess the risks or hazards which may arise for the children and identify steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. Providers should judge if the risk assessment needs to be in writing.

Statutory framework for the Early Years Foundation Stage 3.66
Vehicles in which children are to be transported, and the drivers of those vehicles, must be adequately insured.

Statutory framework for the Early Years Foundation Stage 3.25
At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings.

How will I do this?
- For places that children are likely to visit often such as a local park or woodland try and visit first without the children.

Special Educational Needs and Disabilities (SEND)
For general enquires about Special Educational Needs and Disabilities in Early Years across Cumbria please contact the Early Years Team.

Statutory framework for the Early Years Foundation Stage 3.67
Providers must have arrangements in place to support children with SEN or disabilities. Providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice.

The DfE Early Years guide to the 0 to 25 SEND code of practice (2014) makes this clear, ‘Early years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN’. It goes on to state that early years providers are required to have arrangements in place for meeting children’s Special Educational Needs. Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

A key person would be expected to take the lead role in identifying children’s individual strengths and areas requiring improvement, and to be the person who builds the partnership with parents throughout the graduated approach – the continuous cycle of assess, plan, do and review.

Sound knowledge and understanding of child development will support a key person to make appropriate, evidence-based judgements of children’s progress. It will also provide a key person with the confidence to make distinctions between potential developmental concerns and the behaviours of a typically developing two year old, e.g. schematic play and tantrums. It is important to remember that a delay in learning and development for a two year old may or may not be an indication that a child has SEN. Nevertheless, some two year olds may require a little more support, in which case the key person should gather further information from observations and discussions with the SENCO and parent as well providing SEN support.

If you have concerns about a child, this should not delay your completion of the progress check at age two. To support early identification of possible SEN a key person can refer to section 4.7 of the National Children’s Bureau (NCB) guidance *What should practitioners do if a child appears to be developing at a slower pace in any area?* and gain advice and support from the setting SENCO and Area SENCO.

Ultimately, it is a ‘can do’ attitude, partnerships with parents and others and knowledge about the individual child that fundamentally lead to effective inclusive practice.

*Adapted from: Tuning in to Two Years Olds (Harrow Council) and Progress Check at Age Two (Islington)*

**Further reading, references and websites**


Department for Education (2015) 0-25 SEND Code of Practice: Early Years - guide to the 0-25 SEND code of practice

Department for Education (2014) Statutory Framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five

NCB (2012) A Know How Guide – the EYFS progress check at age two

Islington (2012) Progress Check at Age Two – Guidance and supporting documents for Islington early years providers

Harrow Council (2014) Tuning in to Two Year Olds – Improving Outcomes for Two Year Olds

Early Support

http://www.councilfordisabledchildren.org.uk/resources

Contact a Family

http://www.cafamily.org.uk/

Cumbria’s Local Offer

localoffer.cumbria.gov.uk

SEND gateway (SEND information 0-25)

http://www.sendgateway.org.uk/

SENDirect

https://www.sendirect.org.uk/

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**Information and records**

**Statutory framework for the Early Years Foundation Stage 3.68**

Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police and social services) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a two-way flow of information with parents/carers, and between providers if a child is attending more than one setting.
Supporting and enhancing early education for two year olds

**Statutory framework for the Early Years Foundation Stage 3.69**
Confidential information and records about staff and children must be held securely and only be accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.

How will I do this?
- Ensure information and records are available and up to date should other services need it.
- Home to nursery books should be shared with parents and other settings children attend.
- Keep child and staff information in a locked cupboard.

**Statutory framework for the Early Years Foundation Stage 3.72**
Information about the child
Providers must record the following information for each child in their care: full name; date of birth; name and address of every parent and / or carer who is known to the provider (and any other person who has parental responsibility for the child); which parent(s) and /or carers the child normally lives with; emergency contact details for parents and / or carers.

How will I do this?
- Comprehensive admission forms asking for the details listed ensure these are reviewed and updated regularly.

*For an example of a child registration form see appendix 3.*

**Statutory framework for the Early Years Foundation Stage 3.74**
Complaints
Providers must put in place a written procedure for dealing with concerns and complaints from parents and /or carers, and must keep a written record of any complaints, and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaint must be available on request.

How will I do this?
- Record any complaints in an anonymous way and list the details of how the complaint was dealt with, this should be available for all parents and carers.
- The complainant should be notified in writing, within 28 days, of the outcome.

Schools should use their own Complaints Procedure

**Statutory framework for the Early Years Foundation Stage 3.76**
Information about the provider
Providers must hold the following documentation:
- Name, home address and telephone number of the provider and any other person living or employed on the premises
- Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for on the premises and their hours of attendance and the name of each child’s key person
How will I do this?

- Contact details for all staff, committee member and volunteers who are involved in the setting.
- Times the children arrive and depart from the setting should be recorded in the register.

Changes that must be notified to Ofsted

**Statutory framework for the Early Years Foundation Stage 3.77**
Change of address of the premises, changes to the premises which may affect the space available to children and the quality of childcare available to them, changes to the provider or the providers contact information, changes to the person managing the setting. Any changes to the operating hours of the setting. A significant event. Any change to a company name or charitable status. Any changes to the nominated person.

How will I do this?

- Ensure that Ofsted are informed immediately of any of the above details. Keep copies of any letters or e-mails sent to Ofsted and good practice is to keep a log of contacts with Ofsted.
- Ofsted will usually only speak to the nominated person.

This will not be relevant to schools.
Section 4 – Other useful information

Free childcare for 2 year olds
Forty per cent of two-year-olds are eligible for free childcare.

Who is entitled to a free place?
In order to apply the child’s family MUST meet one of the following criteria:
- Income Support
- Income Based Jobseekers Allowance
- An income-related employment and support allowance
- The Guaranteed element of State Pension Credit
- Child Tax Credit and/or Working Tax Credit, provided the annual gross income is no more than £16,190 as assessed by Her Majesty’s Revenue and Customs (HMRC)
- Universal credit
- If the child is looked after by the Local Authority
- If the child has a current statement of special educational needs (SEN) or an education, health and care plan (EHCP)
- If the child is in receipt of Disability Living Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- If the child has left care through special guardianship or through an adoption or residence order
- or
- If the child is looked after by the Local Authority
- If the child has a current statement of special educational needs (SEN) or an education, health and care plan
- If the child has left care through special guardianship or through an adoption or residence order

<table>
<thead>
<tr>
<th>When are children eligible for a free place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the child’s second birthday falls between:</td>
</tr>
<tr>
<td>1 January and 31 March</td>
</tr>
<tr>
<td>1 April and 31 August</td>
</tr>
<tr>
<td>1 September and 31 December</td>
</tr>
</tbody>
</table>

How do families apply?
Families can apply on line or by completing an application form. Once the application has been checked for eligibility the family will be notified in writing. If the child is eligible for a free 2 year old childcare place the family will be asked to contact their allocated childcare provider to arrange when their child will access their free place.

Applications can be made at www.cumbria.gov.uk/childcare, also the web page includes details of childcare providers in their local area.

The offer
Eligible children are entitled to 570 hours annually which equates to 3 hours per day - term time. This can be stretched over more weeks if agreed with the family and childcare provider.

What are the benefits?
High quality childcare can help children to:
- Experience new and exciting activities
- Make new friends
- Support learning for the future
- Build their confidence and social skills
- Improve their speech and language

It can also help parents/carers:
- Save on childcare costs
- Have time to explore work/training opportunities
- Take on more paid work
- Support your child to play and learn
- To have more time to yourself
Frequently Asked Questions

Q: I try to plan activities for toddlers but often they will not come and take part. How can I make them?
A: There is no requirement in the EYFS for toddlers to do particular activities. Rather, the focus is on following children’s interests and taking the lead from them.

Q: Should we insist that toddlers sit down to do activities?
A: Most toddlers prefer to do activities while standing up or being down on the floor. Insisting that they should sit may result in toddlers leaving the activity very quickly. You could put out a few chairs but also leave spaces at the tables for standing too. Do not make an issue out of those wanting to stand up!

Q: How can we prevent biting in our toddler room?
A: Biting is fairly common among young children – often from around 18 to 30 months. It is usually linked to frustration and jealousy and generally disappears once toddlers are talking well. If a bite does occur, play it down and spend a moment with the victim. Telling the biter off will not prevent another bite as this age range is very impulsive. Rather, keep the biter busy and ensure an adult is near them otherwise there is a strong likelihood that the child will bite again.

Q: There are often tussles between toddlers. Why do they not seem to understand that they must share?
A: It is normal for children of this age group to see things and take them, even if someone else is holding them! This type of behaviour usually reduces once children can talk and use language for some reasoning. When a child snatches another’s toy, calmly return the item to the original owner and distract the child with a similar or different toy.

Q: If you tell a toddler not to do something, why do they carry on anyway?
A: Toddlers are keen for attention so you have to be careful not to fall into the trap of giving the attention for unwanted behaviour. Try ignoring unwanted behaviour and distract the child instead.

Q: We have been told not to use baby language with toddlers and to use proper words. Is this correct?
A: Try to give toddlers as many words as possible rather than restricting them to the more simplistic words. For example, once a toddler knows what a shoe is, try and use the word for the types of shoes that they are wearing, such as boots, wellingtons, sandals or trainers. In this way toddler’s language can be extended.

Q: When should we start showing children letter shapes?
A: Most sound to symbol recognition work will take place in the Reception year. At this earlier stage, it is important to work on sound recognition skills (often referred to as auditory discrimination skills).


Q: We find it hard to get toddlers to come and sit down at story/song time. Any suggestions?
A: This age range are not great sitters! Group story/song time is not really appropriate for toddlers. They prefer to hold and look at books with an adult rather than as part of a group. At song time start off by getting out some simple shakers rather than expecting the children to come and join you. Sitting down when hearing music is actually quite difficult, as most children naturally want to move their body. Think about changing your routines.

Q: Should we be showing toddlers how to write?
A: While you can encourage toddlers’ interest in the process of writing by talking as you write and draw, it is too early for toddlers to be formally taught to write. They are at an earlier stage when they need to explore how to make marks and enjoy making them.

Q: What types of marks should toddlers be making?
A: Many toddlers will be interested in making lines and circular shapes, although their main focus will be exploring the feel of the mark-making materials that they have been provided.

Q: Should children be doing tracing activities?
A: No, this is not required and is likely to be too difficult for children of this age. Hand control is gained at this age by being given opportunities to use tools, make marks and playing. Tracing too early can put children off writing and can encourage poor pencil grip.

Q: Should we be correcting the children’s pencil grip?
A: It is normal for children in these age ranges to be using a palmar grip or simply experiment. The children need plenty of different experiences of using tools.

Q: At what age should toddlers be able to recognise numbers?
A: It is unlikely that toddlers will be able to recognise numbers, although you will start to hear some of them counting. Counting is an important first step as it shows that children have learnt the sounds of numbers, although it does not mean that a child knows that ‘three’ is a smaller number than ‘five’.

Q: We have been told that worksheets are not to be used. Why is this?
A: Because of the way young children process information, they learn concepts better at this age through doing. You may also find that when children are engaged in playful activities they will concentrate for longer and be more enthusiastic.
Q: How many times a day should we be doing mathematical activities?
A: While you can plan some mathematical activities you should really be looking for naturally occurring opportunities each day, such as counting the number of buttons that need doing up on a coat.

Q: Why do toddlers keep repeating their play, such as putting things in and out of boxes?
A: This is part of normal development and seems to be important in helping toddlers develop a sense of space and order. Observe what fascinates them and try to plan other activities that build on this fascination.


Q: Do we have to go outside?
A: It is necessary to go outside for some play because the EYFS puts emphasis on both indoor and outdoor learning. Puddles, cobwebs and gravel are great starting points for investigation.

Q: Do I have to provide activities outdoors?
A: Yes, because toddlers enjoy having the space especially when they are using wheeled toys. As this age group is not likely to be playing cooperatively, it also allows the play to spread out so that each child can explore their own ideas.

Further reading: Department for Education (2014) Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five (p. 28, para 3.58)

Q: What type of objects could I use with these age ranges?
A: Try trays of buttons, shells, pot-pourri and toys that will stimulate the child to problem solve or investigate.

Q: What about safety?
A: Most children in this age range should no longer be mouthing, but you should carry out observations to be sure of this. If putting out objects that are small, you must check that a child could not choke on them.

Q: Should I put out construction toys?
A: Yes, you can put out age-appropriate constructions toys, but also consider materials such as large cardboard boxes, fabrics and tubing, so that children can explore things on a large scale.

Q: What about an art and craft area?
A: Designing and making using collage and other small materials is likely to be more appropriate for older children. Young children are best building and exploring things with larger, more tactile materials.

Q: Should we be expecting this age range to share?
A: No, although you might start to see children aged three years begin to share in some situations.

Q: Should we be doing group activities?
A: You are likely to find that most children are happy doing things by themselves or in pairs. The staff to child ratio is low for this age group because it is recognised that children are not yet ready to be working as part of a group.

Q: When we take two year olds for a walk, one minute they want to run about and the next moment they want to get into a pushchair. Why is this?
A: All children seem to take exercise in bursts as their cardiovascular systems are not designed for endurance. When planning exercise this 'stop-start' pattern needs to be considered. To help children walk at a regular pace, you will need to talk to them or give them something to push.

Q: At what age should toddlers be toilet trained?
A: There is no specific age. Most children move out of nappies somewhere between 15 months and 3 years, so it is important instead to focus on signs that a toddler is ready. One indicator that a toddler might have the physical maturity is when they are able to walk up and down stairs using alternate feet.

Q: We have one child who dislikes getting their hands dirty and so will not do any messy activities. What can we do?
A: Children’s hands are more sensitive than adults and sometimes this can cause some children to perceive sensory activities such as dough, sand or gloop as being unpleasant. It is important to take this fear seriously. Ironically, though, these children need more exposure to sensory activities so their hands can desensitise a little. Start by letting children feel the sensory activities through a barrier such as a clear bag or by wearing see-through gloves. After several times, put out a bowl of water and suggest that the child can wash their hands at any point when they feel uncomfortable. Do not force children to put their hands into something they dislike as the distress can result in a long-term phobia.

Q: While most of our three year olds cooperate when they are in the home corner, the younger children seem to play alone. Is this normal?
A: Yes. Playing cooperatively and taking turns and roles in imaginative play is quite demanding in terms of language and cognitive skills. This means that most young children, although often interested in playing imaginatively, cannot yet do so with other children. We can help younger children by being their play partners.

Appendix 1: Supervision record (example)

Name:  
Date:  

Supervisee items:

Supervisor’s items:

Standing items (e.g. training, issues, examples of good practice, paperwork, etc.):

Summary of discussion:

Date of next supervision:

Agreed supervisee’s actions (and by when):

Agreed supervisor’s actions (and by when):

Signed (supervisee):  
Signed (supervisor):  

Cumbria County Council

Serving the people of Cumbria
Appendix 2: Nappy changing policy (example)

Policy statement
No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures
- Key persons have a list of personalised changing times for the children in their care who are in nappies or ‘pull-ups’.
- Children from two years should normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and their parents agree.
- Key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.
- Changing areas are warm with safe areas to lay children.
- Each child has their own basket to hand with their nappies or pull ups and changing wipes.
- Gloves and aprons are put on by staff before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Key persons are gentle when changing; they avoid pulling faces and making negative comments about ‘nappy contents’.
- Key persons do not make inappropriate comments about children’s genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and pull ups are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- We have a ‘duty of care’ towards children’s personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter.

This policy was adopted at a meeting of _______ (name of provider)

Held on _______ (date) Date to be reviewed _______ (date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)
Appendix 3: Registration form (example)

<table>
<thead>
<tr>
<th>Name of setting:</th>
<th></th>
</tr>
</thead>
</table>

It is helpful for key persons or managers to complete this form with the parent(s) when the child starts at the setting.

### Basic details

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Date of birth</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name known as</td>
<td>Gender (male or female)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of parent(s) with whom the child lives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Does this parent have parental responsibility? Yes/No (delete)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Does this parent have parental responsibility? Yes/No (delete)

**Address**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</table>

**Telephone**

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<th></th>
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</table>

**Mobile**

<p>| |</p>
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<th></th>
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</table>

**Name of parent with whom the child does not live**

<p>| |</p>
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</table>

Does this parent have parental responsibility? Yes/No (delete)

**Address**

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</thead>
</table>

**Telephone**

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</table>

**Mobile**

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<th></th>
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</table>

Does this parent have legal access to the child? Yes/No (delete)
# Emergency contact details

<table>
<thead>
<tr>
<th></th>
<th>Parent 1 - Work/daytime contact number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent 2 - Work/daytime contact number</td>
</tr>
<tr>
<td>Any other emergency contact numbers</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
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<tr>
<td>Mobile</td>
<td></td>
</tr>
</tbody>
</table>

# Persons authorised to collect the child (must be over 16 years of age)

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
</tr>
</tbody>
</table>

# Personal details of child

Does your child suffer from any known medical conditions or allergies, or have any special dietary needs or preferences? Yes/No (delete)

Has a risk assessment, if required, been completed? Yes/No (delete)

Has a health care plan and agreement to administer medicine, if required, been completed? Yes/No (delete)

How would you describe your child's ethnicity or cultural background?

What is the main religion in your family?
<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any festivals or special occasions celebrated in your culture</td>
<td></td>
</tr>
<tr>
<td>that your child will be taking part in and that you would like to see</td>
<td></td>
</tr>
<tr>
<td>acknowledged and celebrated while he/she is in our setting?</td>
<td></td>
</tr>
<tr>
<td>What language(s) is/ are spoken at home?</td>
<td></td>
</tr>
<tr>
<td>If English is not the main language spoken at home, will this be your</td>
<td></td>
</tr>
<tr>
<td>child's first experience of being in an English-speaking environment?</td>
<td></td>
</tr>
<tr>
<td>Yes/No (delete)</td>
<td></td>
</tr>
<tr>
<td>If so, discuss and agree with the key person how you will support your</td>
<td></td>
</tr>
<tr>
<td>child when settling-in:</td>
<td></td>
</tr>
<tr>
<td>Does your child have any special needs or disabilities? Yes/No (delete)</td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
</tr>
<tr>
<td>What special support will he/she require in our setting?</td>
<td></td>
</tr>
<tr>
<td>What other information is it important for us to know about your child?</td>
<td></td>
</tr>
<tr>
<td>For example, what they like, or what fears they may have, any special</td>
<td></td>
</tr>
<tr>
<td>words they use, or what comforter they may need and when.</td>
<td></td>
</tr>
</tbody>
</table>
Supporting and enhancing early education for two year olds

Names of professionals involved with child

<table>
<thead>
<tr>
<th>Name 1</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Telephone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name 2</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Telephone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name 3</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Telephone</td>
</tr>
</tbody>
</table>

Do you have a health visitor? Yes/No (delete)

<table>
<thead>
<tr>
<th>Name</th>
<th>Based at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td></td>
</tr>
</tbody>
</table>

Does your family have a social care worker for any reason? Yes/No (delete)

<table>
<thead>
<tr>
<th>Name</th>
<th>Based at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td></td>
</tr>
</tbody>
</table>

What is the reason for the involvement of the social care department with your family?

NB If the child has a child protection plan, make a note here, but do not include details. Ensure these are obtained from the social care worker named above and keep these securely in the child’s file.

Daily outings

Your child may be taken out of the setting as part of the daily activities. The venues used are detailed here:

For any major outings, we will inform you and ask for your specific consent.
To be completed by the key person/manager

<table>
<thead>
<tr>
<th>Date starting at</th>
<th>(name of setting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days and times of attendance</td>
<td></td>
</tr>
<tr>
<td>Are any fees payable? If so, note here</td>
<td></td>
</tr>
<tr>
<td>Name of key person</td>
<td></td>
</tr>
<tr>
<td>Name of back up key person</td>
<td></td>
</tr>
<tr>
<td>Has the settling-in process been agreed? Yes / No (delete)</td>
<td></td>
</tr>
<tr>
<td>If so, detail</td>
<td></td>
</tr>
</tbody>
</table>

I/we have been provided with details of the setting’s policies and procedures, including the Information Sharing procedures and understand that there may be circumstances where information is shared with other professionals or agencies without my consent.

I/we also understand, that if required, my/our child will be taken by staff to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary, on the understanding that I/we have been informed and are on our way to the hospital.

Authorisation: |

Parent 1 | Parent 2
---|---
Key person | Manager
Date | Date of first review
Equalities monitoring form – to be completed by the provider

Ethnicity, where collected, should be recorded according to the following categories:

**White – British**
- Irish
- Traveller of Irish Heritage
- Gypsy/Roma
- Any other white background

**Mixed – White and Black Caribbean**
- White and Black African
- White and Asian
- Any other mixed background

**Asian or Asian British**
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

**Black or Black British**
- Caribbean
- African
- Any other Black background

**Chinese**
- Chinese

**Any other ethnic background**
- Please state
Further reading and references

Bigio, K. [no date]. EYFS: Observation, Assessment and Planning for 0-3’s. Lancashire County Council.


Additional useful websites, links and blogs
Kathy Brodie Two Year Olds in Mixed Age Groups
http://www.abcdoes.com/abc-does-a-blog/2012/05/two-year-olds-in-a-mixed-age-group-by-kathy-brodie/

Foundation Years site http://www.foundationyears.org.uk/
EYFS forum http://eyfs.info/home
Nursery World www.nurseryworld.co.uk
Childcare Choices www.childcarechoices.gov.uk
Childcare Choices
Childcare Calculator www.gov.uk/childcare-calculator