



## **Progress Checks for children 24 months to 36 months**

### **2-year-old checks (Red Book)**

It is a statutory requirement of Early Years provision (Nursery) to provide evidence that all children in attendance have undertaken a 2-year-old check.

We would like to invite you in for an informal discussion between parents and practitioners to complete this progress check.

If you have a little red book at home completed by your Health Visitor, please can you share this with us.

If you do not have one of these, you can contact your health visitor to arrange your meeting with them and to have the book completed. In the meantime, we would like to complete a progress review with you as way of recording how you feel your child has developed.



## Health summary for parents to fill in

Is your child:		
Registered with a GP	Registered with a dentist	Under the care of any other health professional

Do you have any concerns about your child's:				
Walking	Talking	Hearing	Sight	Happiness

Would you like help with your child's:			
Eating and healthy weight	Toilet training	Hearing	Sight



**Early help: stopping small issues from becoming big problems Would you like:**

Advice from nursery	Advice from your health visitor	Referral to your local Family Hub
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**Progress Check for children 24months to 36 months**

Name of child.....

D.O.B .....

Name of Parent/Carer.....

Date of entry to Pensans Nursery .....

Parent/Carer comments on child's progress and development to date:



## Physical Development

- Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?
- Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?
- Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

Practitioner comments

Parent/carer comments

Next Steps



## Communication and Language

- By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?
- By around 3 years old, can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, please can you stop now? We're tidying up."
- Towards their second birthday, can the child use up to 50 words?
- Is the child beginning to put two or three words together: "more milk"?
- Is the child frequently asking questions, such as the names of people and objects?
- Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).
- Is the child linking up to 5 words together?
- Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.
- Can the child follow instructions with three key words like: "Can you wash dolly's face?"
- Around the age of 2, can the child understand many more words than they can say – between 200–500 words?
- Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"
- Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"
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Practitioner comments

Parent/carer comments

Next Steps



### **Personal, Social & Emotional Development**

- Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?
- Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Practitioner comments

Parent/Carer comments

Next Steps



Any other comments:

Parent's signature:

Nursery Manager signature:





