

## Starting with the Child - Starting Points Guidance

### Gathering information for Starting Points

- Information from parents/ carers/ family about child
- Information from other setting/childminders (transition information)
- Tracker (plot information and highlight starting points)

### What now?

- Start to plan activities, and care routines to support child's settling in period.
- Work with parents to identify children's interests.
- Start to note children's interests, stage of development and make links to 'Development Matters in the EYFS' to identify appropriate next steps for each child.

### Planning

- Include type of activities, experiences and resources/materials required in environment.
- Identify how going to support child's next steps for development and interests.
- Ensure you plan for all 7 areas of learning and characteristics of effective learning, detailing the next step you are focussing on. In written observations/ assessments: Include age band child is currently working in and the aspect heading linked to the area of learning.

Encourage parents to add an evaluation and/or comments.

### Observations:

- Record when you see a child do something for the first time (WOW moment)
- Plan an observation to find something out about the child you did not know already. Include in the observation what the child is doing, highlight any characteristics of effective learning the child displays.
- Include child's name, date of observation, age in **months**.
- From the observation make links to 'Development Matters in the EYFS' to identify the appropriate age band the child is working within. (Child may have just begun to show signs of developing a skill (emerging) or can be seen to be (secure) with skill or stage of development.
- Identify what the 'next steps' would be to support child's development, characteristic or interest. I.e. opportunities to develop skills further so become secure.
- Ensure planning has clear links to what children's next steps, interests are. (Reference on planning sheet)

### **Partnership with Parents**

Partnership with parents should be evident throughout the learning and development process. Notes, comments, observations made by parents relating to children's achievements at home, interests, and development should be recorded wherever possible. This may be done via:-

- Tracker
- Progress Reports
- Daily Diary
- Video or photographs of child's achievements.
- Post it notes
- Text message
- Telephone log
- Emails
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***If parents are reluctant to make their own notes, make a note of what they verbally tell you and get them to sign and date it.***

### **Review Progress –**

- Tracker updated (termly): highlight different colour to demonstrate progress.
- Identify if child requires more support. (Obtain parental consent to discuss with Early Learning and Childcare Team.)
- Write and share progress report with parents: Discuss what they could do at home to support their child's learning and development.
- Agree next steps with parents.
- Feed information into future planning.