# Quality practice for children two to three years across all early years providers

This document should be used alongside the following:

* [Statutory Framework for EYFS 2025](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified** | **Date actions need to be completed** |
| --- | --- | --- | --- |
| My Key Person and Buddy are allocated to me before I start and support my transition (settling in visits) into the setting and when moving to other rooms |  |  |  |
| I feel that I am special to someone who understands how my needs should be met. I am special, noticed, missed, valued and understood by someone who cares for me in the setting. |  |  |  |
| My key person together with my parents or carers completes an ‘All About Me’ so everyone understands all my needs as well as prior learning and development  [Planning and observation](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-help-all-children-learn-and-progress/planning-and-observation/) |  |  |  |
| My routines are sought, understood, used and respected by my key person |  |  |  |
| I feel welcomed, safe and secure, I belong and am not lost in the crowd |  |  |  |
| My care needs are supported sensitively and consistently |  |  |  |
| My Key Person is the one who changes my nappy and supports me when I am upset. |  |  |  |
| Staff understand the importance of valuing my emotions and talk about how I feel. Staff do not use phrases such as ‘you are ok’ when upset, instead they acknowledge I am sad and show me things I can do to help support my emotional well-being. |  |  |  |
| I am supported to make choices for equipment, activities and during group times |  |  |  |
| I am given time and space to explore, observe, experiment, discover, reflect, concentrate and develop my interests |  |  |  |
| I feel it is alright to be unsure, ask questions, take risks, make mistakes and learn |  |  |  |
| You communicate with my parents or carers, engage with them and involve them in all my learning and development |  |  |  |
| My thoughts, ideas and feelings are respected, sought and noted and are used to influence my learning, development and planning |  |  |  |
| There are child led and planned activities alongside familiar experiences that support and challenge me and reflect my prior experiences. (Cultural Capital) |  |  |  |
| All aspects of my learning and development are considered equally important although I am mainly supported in the prime areas of development |  |  |  |
| My strengths and areas for development are supported and shared with my parents or carers |  |  |  |
| My learning and development is observed and assessed ensuring my next steps are relevant and offer me the opportunity to grow |  |  |  |
| The people who are special to me and know me best are invited to meet with my key person to discuss my learning and development as well as my next steps |  |  |  |
| Now I am two years old my key person writes my EYFS Two-Year-Old Progress Check. This is shared with my parents or carers and at my Integrated Review (if held) with Health Visitor and parents or carers |  |  |  |
| There are opportunities given to me to spend special time with my key person and key group during my time in the setting |  |  |  |
| I play outside at least once every session I attend allowing me time to explore and investigate safely and I am not being kept/left in a buggy |  |  |  |
| My Key Person talks to my parents and carers and helps them to support my learning and development at home by sharing ideas and suggestions for fun things to do at home. (Home learning environment) |  |  |  |
| I have access to fresh drinking water at all times and I am supported in helping myself |  |  |  |
| The food I am offered is healthy, nutritious and meets my developmental needs |  |  |  |
| I am supported in my independence by being given the right, developmentally appropriate utensils to eat and drink with |  |  |  |
| My key person knows all my medical requirements and supports me with any medical or first aid needs I may require |  |  |  |
| My key person has completed relevant training to support with my development |  |  |  |
| I am supported by qualified and knowledgeable practitioners who have experience of working with two- to three-year-olds |  |  |  |
| Resources and activities are regularly risk assessed for age appropriateness and to keep me safe |  |  |  |
| I am offered a variety of natural resources to explore and investigate. These provide me with lots of sensory stimulation, which helps build connections in my brain and supports my learning and development |  |  |  |
| My speech, language and communication development is supported effectively to enable me to begin to acquire a wide and varied vocabulary appropriate for my age/stage of development |  |  |  |
| Staff engage me in conversation to promote my speech, language and communication. Staff do not over question and are instead mindful and implement the ‘ShREC’ approach to support my development.  Sh- Share attention  R- Respond  E- Expand  C- Conversation |  |  |  |
| The resources and activities offered are developmentally appropriate, open ended and fun and support me to learn through play. |  |  |  |