



## 09 Childcare practice procedures

### 09.5 Establishing children's starting points

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
  - observation of the child
  - discussion with the child's parents
  - building on information that has been gathered during registration by referring to the registration paperwork and information from the open afternoon

The information gathered is recorded within five weeks of the child's official start date and sooner where possible, this often dependent on how many sessions a child attends each week.

- The key person must make a 'best fit' judgment about the age band the child is working in, referring to Development Matters.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent comment and observation during settling in. If the initial assessment raises any concerns that extra support may be required procedure 09.13 Identification, assessment and support for children with SEND is followed.