



4 Assessment policy

Introduction At Summertime Nursery, we are committed to providing a high-quality early years experience that supports every child's learning, development, and well-being. This policy outlines our approach to assessment within the Early Years Foundation Stage (EYFS) framework, ensuring that each child is supported to reach their full potential.

Initial Meeting

- All parents/carers are invited for an initial meeting and tour of the nursery.
- During this visit, our policies and procedures are introduced and explained and parents informed these are available on-line or a printed copy if required.
- Parents/carers are provided with information about the setting and are encouraged to ask questions to ensure clarity and confidence before their child starts.

Settling-in Visits

- Settling-in visits are arranged to help children become familiar with the environment, routines, and staff.
- These visits provide valuable opportunities for parents/carers to share essential information, particularly regarding the **child's health, allergies, and intolerances**.
- Keyworkers begin forming relationships with both the child and their family, ensuring a smooth transition.

All About Me

- On starting at Summertime Nursery, parents/carers complete an **All About Me** form.
- This document gathers key information about the child's likes, dislikes, family routines, and interests.
- The information supports a personalised approach to care and learning.

Ongoing Assessment

- Children are continuously monitored across all areas of the EYFS to track progress and identify any areas requiring additional support.
- Observations are recorded in their learning Journey folder and using the IConnect online learning journal, which parents/carers can access to view their child's development.
- Parents/carers are encouraged to contribute their own observations to strengthen the home–nursery partnership.

Transition Sheets

- **All About Me: Transition Sheets** are completed when a child moves between rooms within the setting (Baby Room → Ducklings → Ducks) or transitions to school/another setting.
- These sheets provide a clear summary of the child's development, interests, and needs to ensure continuity of care and learning.

Two-Year Checks

- For babies moving to the Ducklings room, a Two-Year Check is completed at around **2 years 3 months** once the child has settled.
- For new two-year-olds starting in the setting, the check is completed within **4–6 weeks** of settling.
- The check focuses on:
 - **Communication and Language**
 - **Physical Development**
 - **Personal, Social and Emotional Development**
- A written summary is shared with parents/carers and, with their consent, forwarded to the local Health Visitor Hub.
- Early intervention strategies are implemented where progress is slower than expected.

Parental Engagement

- Daily communication between parents/carers and staff is encouraged and valued.
- Information can be exchanged through:
 - Face-to-face conversations
 - IConnect feedback
 - Scheduled progress meetings (arranged upon parent or staff request)
- Parents/carers are invited to contribute observations to the online learning journal to celebrate achievements and support next steps.