

A guide to the EYFS progress check at age two

This guidance is based on the Early years foundation stage statutory framework, September 2026, and Progress check at age two non-statutory guidance for the early years foundation stage. It is intended to support practitioners within early year's settings who are undertaking the EYFS progress check at age two.

What is the EYFS progress check at age two?

When a child is aged between two and three, practitioners must review their progress and provide parents and/or carers with a short, written summary of their child's development in the prime areas of learning: personal, social, and emotional development; communication and language and physical development.

Why is there a progress check at age two?

The progress check enables earlier identification of development needs so that additional support can be put in place. This support may be in the setting or may involve outside agencies.

The progress check must identify areas where the child is progressing well, and identify any areas where progress is less than expected. It must describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

Is there a statutory format for the progress check at age two?

There is no prescribed or standard format, however the School & Early Years Improvement Service have developed formats that providers can use.

When should practitioners carry out the check?

The check must be carried out between 24 and 36 months. This allows flexibility for practitioners to carry out the progress check when it is best for the individual child. The child should be settled, and practitioners need to know the child. When planning the progress check the following should be considered:

- when the child joined the setting
- individual needs and circumstances
- parental preferences
- how many sessions the child attends

Where possible, the progress check should be completed in time for parents to share it with the health visitor at their child's health and development two-year-old review. In Enfield this is likely to take place between 2 years and 2 years 6 months.

Who should be involved in the progress check?

The practitioner who knows the child best should complete the check; this will normally be the key person. The progress check should take account of the views and contributions of; parents / carers, other practitioners and where relevant other professionals working with the child.

Where possible the voice of the child should be included in some way. Young children, and those with speech or other developmental delay or disability may not say anything or little verbally, but they will communicate in other ways, for example through gesture, action, body language and signing.

The progress check aims to enable parents to understand their child's needs and, with support from practitioners, enhance development at home.

How should the check be carried out?

The practitioner should review and reflect on their knowledge of the child and observations based on what the child can do consistently and independently. They should seek the views of other practitioners and professionals who know the child well.

The Development Matters (2023) and Birth to 5 Matters set out children's developmental progression across the prime and specific areas of learning from birth to five years and offer helpful material for practitioners to:

- inform and support their assessment judgements of a child's development in the prime areas
- identify if there are any areas in which a child may be developing at a faster or slower pace than the expected level of progress for their age
- inform and support their discussions with parents and other professionals (where relevant)

The Development Matters and Birth to 5 Matters must not be used as a tick list.

Children attending more than one setting or changing settings.

Where children attend more than one setting practitioners should liaise for contribution to the progress summary.

If a child moves settings between the age of 24 and 36 months, leaders and managers of the respective settings should agree which provider will complete the check if it has not already been completed. The progress check will usually be completed by the setting where the child has spent the most time to date.

What happens after the progress check has been completed?

When the progress check has been completed and feedback received from parents, parents should be given a copy to store in the child's Red Book. A copy should also be kept by the setting. Parents should be reminded to take the completed progress check to their child's health and development two-year-old review if this has not already taken place. It is the responsibility of the parent to share the progress check with the Health Visitor team.

If there are concerns about a child's development in any particular area then the practitioner, the setting's SENCO, and the child's parents should agree to draw up a plan to meet the child's needs within the setting and at home, then carry out a further review at an agreed date. This may include the need to work with other agencies. Parents must be asked for permission to share information directly with other relevant professionals.

What happens next?

When progress checks have been completed practitioners need to reflect on whether there are any implications for the setting:

- Are any changes in provision needed to support the development of individuals and / or groups of children?
- Do practitioners need further training to support the needs of individual children?
- How could relationships with parents be strengthened to support learning and development at home?
- Could partnerships with other professionals be strengthened to support children and families?

Documents

[Early years foundation stage \(EYFS\) statutory framework](#)

[Development Matters](#)

[Birth To 5 Matters – Guidance by the sector, for the sector](#)

[Progress check at age two](#)