

Sticky Fingers aspires to provide a safe, fun and welcoming environment for everyone. We offer children experiences to support their development, empowering them to reach their full potential



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## 09 Early years practice procedures

### 09.05 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.
- Starting points are established by gathering information from the first contact with the child's parents at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- 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 form and 'all about me' completed by the parent on Tapestry

The information gathered is recorded within six weeks of the child's start date and sooner where possible.

- The key person must make a 'best fit' judgement 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 observations..

If the initial assessment raises any concerns that extra support may be required procedure [09.11 Identification, assessment and support for children with SEND](#) is followed.