



Wedmore First School Academy & Nursery

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 during settling in visits
 - discussion with the child's parents
 - building on information that has been gathered during registration by referring to the registration form
 - parents are strongly encouraged to complete the all about me form on Tapestry

Within the first 6 weeks of a child starting, a starting points report is written on Tapestry summarising the child's stage of development. This is written by the keyworker and is a staff only report. During this time staff are making observations, judgements on the child's development and planning accordingly but these may not always be written down. All children also receive a first day observation which is sent to parents.

- 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, staff work closely with the parents and external agencies (if appropriate) to co-ordinate the best support.

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