

Using Early Years Outcomes and Trackers

Early Years Outcomes is the new document of choice for Ofsted inspectors since October 2013 – it has been produced by DfE to 'reduce the paperwork burden' on early years providers -

<https://www.facebook.com/KnutsfordChildminding/posts/541531762605263>.

Ofsted have stated that inspectors will use be using Early Years Outcomes during inspections to note the progress children are making from their 'starting points' – the things the children can do and say when they first start with you.

Early Years Outcomes is non statutory – as is Development Matters. This means that they are both guidance. However, as Ofsted expect to see us referring to Early Years Outcomes when making judgements about children's progress, it is recommended that each child's file has a copy of Early Years Outcomes and that it is used as part of the observation, assessment and planning cycle.

Note that Ofsted inspection guidance talks about joint observations – when you and the inspector observe a child to note whether they are making good progress. Ofsted will use early Years Outcomes to make the judgement. I have talked about joint observations in more detail here –

<http://independentchildminders.weebly.com/1/post/2014/01/joint-observations-be-prepared.html>.

Development Matters is still very useful for giving information which will help you to note a child's learning characteristics (how children learn) and contains lots of advice for 'next steps' / individual planning in the positive relationships and enabling environments columns.

How to use Early Years Outcomes

Early Years Outcomes is **not** a tick list. It is not our job to go through it and tick off (or date or highlight) everything a child can do from the list of examples. The DfE clearly states that Early Years Outcomes should be used to make 'best fit' judgements about what the child is doing or saying. This is partly because children do not do the same things as each other in a specific order and partly because no document can ever contain a reference to everything a child does or says.

Quote from Early Years Outcomes website page – 'It can be used by childminders, nurseries and others, such as Ofsted, throughout the early years as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.'

<https://www.gov.uk/government/publications/early-years-outcomes>.

The best way to use Early Years Outcomes is to first observe the child... then to look at Early Years Outcomes and make a judgement about how the child is getting on, using the ages as a guide. You will find some useful observation prompts –

<http://www.childmindinghelp.co.uk/freeresources/Free%20downloads/Resources/Observation%20prompts.pdf>

When you have made your 'best fit' judgement about how the child is getting on you will know whether they are, as stated by DfE, 'showing typical development for their age, may be at risk of delay or is ahead for their age'. This is very important because it will give you information about what you need to be doing next and how to inform parents about how their child is getting on with their learning and development.

Over time, you will build up a picture of how each EYFS aged child is getting on. You can use this to 'track' their progress. There are lots of different layouts of trackers around and you can use whatever layout makes sense to you.

The most important things a tracker needs to show are that the child is making good progress from their starting points so...

- Starting points – what the child can do when they first started with you – from parents and your own observations of the child's play and learning. If you are updating your systems from Development Matters to Early Years Outcomes you can file DM in the child's learning journey folder and note starting points from when you start using Early Years Outcomes – there is nothing in the guidance to suggest that you need to backdate.
- Progress through the ages noted in Early Years Outcomes –
 - In Jan 2013 the child is just starting doing similar things to those noted in age range 8 – 20 months across all areas of learning...
 - By July 2013 the child is now well established in 8 – 20 months for most of their learning, but you have noticed that in some aspects of Physical Development – moving (gross motor skills) they are still doing things similar to what Early Years Outcomes says is more typical of 0 – 11 months. Do you need to alert parents to a concern? What activities and games can you plan (and share with home) to support the child's development?
 - By Jan 2014, after working closely with parents and the child's Health Visitor, the child is now securely within 8 – 20 months for all areas of learning including Physical Development - moving.

Remember! The focus of your observations and planning is on the prime areas because the EYFS tells us that those are the most important and must be established to enable life long learning, but your observations of their learning in the specific areas will need to show the child is progressing well there too. You cannot ignore the specific areas of learning – they all have example outcomes.

What do you need to use?

As I have already noted there are lots of different types of trackers. You need to find one that makes sense to you. Local Authorities and other bodies often provide them – or you might have bought one online or downloaded one from a website.

Some tips - it is important that you do not confuse yourself with different notations and highlighter pens! Your tracker must be easy to follow – it needs to clearly show parents and a passing Ofsted inspector that the child is either making good progress... or being offered extra support to make good progress... or making exceptional progress and being given extra support to achieve. Do not over-complicate things – do not change ways of working if you are happy with what you are doing – always ask parents for their input and make sure what you are doing makes sense to them.

This is a sample tracker. It is based on trackers from many Local Authorities and probably from other sources – I cannot claim that it is solely my design. It shows everything it needs to show and makes sense to me... if it does not make sense to you, change it until it does! Remember that if children make rapid progress you might miss one age range completely and note that on the date of their progress review they have jumped ahead. This is perfectly normal for some children – although it might not be observed across all areas of learning because children's progress does not work like that.

Progress tracker

Child's name -

Date of birth –

Tracker completed by...

Early Years Outcomes	My progress	C & L			Physical			PSED			Literacy		Maths		UW			Art & design	
		Listening & attention	Understanding	Speaking	Moving	Handling	Health & self care	Relationships	Self-confidence & awareness	Feelings & behaviour	Reading	Writing	Numbers	Shape, space & measure	People & communities	The world	Technology	Media & materials	Imagination
0 – 11m	E1 → E2 → E3 →																		
8 – 20m	E1 → E2 → E3 →																		
16- 26m	E1 → E2 → E3 →																		
22- 35m	E1 → E2 → E3 →																		
30- 50m	E1 → E2 → E3 →																		
40-60+ m	E1 → E2 → E3 →																		

Notes - this progress tracker can be used alongside observations (which show what the child is learning), assessments (which show how the child's learning links to Early Years Outcomes) and individual planning (which show what you are planning to do next with the child to support future learning).

To complete this tracker, note the review date when observations of the child's play show that they are **emerging** (moving into the age range) = **E1** / **established** (doing lots of things suggested by EYO within the age range) = **E2** / **exceeding** (getting ready to move out of the age range) = **E3** in each area of learning and development.