

Flying Start Partners Webinar - 12 June 2026

Healthy Start: The 3-Year-Old Child Health and Development Check

Q & A Summary

Q: If a service has developmental concerns about a child, but the family has received an assessment indicating the child is developing as expected, how can the service respectfully share their observations and support the family to explore further advice or support if needed?

Would it be appropriate for the service to ask the family whether they would be comfortable sharing the assessment report?

A: A helpful approach is to focus conversations on the child's strengths while gently sharing observations about how they learn, engage and respond in different situations.

Families may need time to process information about their child's development, particularly when they have received advice that the child is developing as expected. Maintaining a positive and collaborative relationship with the family can help keep conversations open and supportive.

It is appropriate to ask whether the family would feel comfortable sharing an assessment report, as this can help educators understand any recommendations and identify ways to support the child.

Regardless of whether a diagnosis is present, educators can continue to use strategies that respond to the child's individual strengths and needs. Sharing examples of what works well in the learning environment can help keep the conversation focused on supporting the child.

Q: If a service has encouraged a family to seek a paediatric assessment due to developmental concerns about a child, families are in some cases advised by health professionals that their child is too young for assessment and to return if concerns persist once they start school. This can create challenges when the observations and concerns identified by the service are not reflected in the advice provided by health professionals.



Is there any work underway, or planned, to strengthen engagement with medical professionals and promote the value of service observations in the early identification of developmental concerns?

A: This can be challenging for both families and educators. Educator and caregiver insights are valuable and should be considered alongside clinical advice and assessment processes. Child and Family Health Service (CaFHS) does not support a 'wait and see' approach as the evidence clearly shows that early intervention has the best outcomes. If a family, educator or health professional has concerns, this warrants support and investigation. If a family is not reassured by the advice they receive, we recommend seeking a second opinion. For Educators, encouraging a family to visit CaFHS will enable the family to explore alternative supports and services in a timely manner.

CaFHS supports families to articulate their concerns, feel confident seeking review and understand available options. This may include follow-up with a GP, seeking a second opinion, or accessing allied health services. Early support can lead to better outcomes.

CaFHS continues to work across sectors, and feedback from services helps ongoing engagement with medical professionals to strengthen recognition of educator and caregiver perspectives.

Q: Do CaFHS and KUDOS work collaboratively?

A: Yes. While CaFHS and KUDOS are separate organisations, they work collaboratively to support families, including through shared referrals and coordinated care where appropriate.

Q: If a service would like to arrange a CaFHS visit to their premises, what options are available?

A: Services are encouraged to contact CaFHS directly to discuss available options for engagement or support.

For further information and enquiries, please contact:

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