

(Individual Progress Tracker to be attached when used for Progress Check at age 2)

PROGRESS SUMMARY (Birth to 36 months)

or EYFS Progress Check at Age Two *(Delete as appropriate)*

Name: Sally Jones	Assessment Date: 12.9.12
Date of Birth: 24.3.10	Age: 29 months
Contextual Information: Sally has been at the nursery for 18 months and attends 2 full days and 1 half day each week. Sally is an only child and lives with her mother and father. Sally started the nursery in the baby room and is due to transfer to the pre-school room over the next couple of months.	

Interests, preferences, activities & experiences enjoyed:

Sally enjoys doll play and will spend a sustained length of time dressing, feeding and caring for the dolls. During this time her levels of involvement are high and play is rarely distracted by surrounding activities. She prefers to play mainly on her own but is happy to play alongside others as long as they do not try to join in.

Sally demonstrates an enclosing schema which can be seen in various aspects of her play such as covering dolls in blanket and covers, putting them in car seats and cots, covering whole pieces of paper in glue or paint, covering her hands in glue or paint. Sally also loves the feeling of water covering her hands and will spend time washing her hands and playing in the water tray.

Sally loves to sing and dance and particularly enjoys action songs and rhymes such as 'head, shoulders, knees and toes' or 'wheels on the bus'. She often asks for the music on so she can dance and sing along.

Sally is inquisitive and gets excited by new experiences. She is enthusiastic and willing to try new things. Sally is equally happy indoors or outdoors and can easily adapt to the changes in her environment.

Sally is an outgoing, forthright and determined child who likes to make her needs known. She is yet to make a specific attachment to another child in the room but enjoys adult intervention and solitary play.

Personal, Social & Emotional Development - 22 – 36 months – secure.

(Making relationships; Self-confidence & self-awareness; Managing feelings & behaviour)

Sally shows affection towards dolls in her play ensuring that their needs are met through feeding, dressing and cuddling. She shows a particular fascination to the real babies in the baby room and tries to comfort them if they are upset. Sally is yet to transfer those skills to children the same age or older.

Sally enjoys nursery life and always happily waves mum goodbye. She is always clear about what she does or does not want to do with both adults and children. However, this can be seen through negative actions, such as hitting, rather than verbal interaction. Sally is aware that these actions can hurt others but finds it difficult to control her frustration when she does not get her own way.

Sally is able to recognise when she is tired and will often indicate this by getting her blanket and dummy and taking a rest in the cosy area. She is happy to rest there for a while or occasionally asks an adult to read her a story.

Communication and Language – 30 – 50 months – emerging.

(Listening & attention; Understanding; Speaking)

Sally shows a great interest in songs, rhymes, music and dance. She loves to listen to stories and seeks comfort in relaxing in the cosy area with a book talking about the story and describing the pictures.

Sally can understand concepts such as over, under, behind, in, out, on top etc and can follow more than one instruction. She has an understanding of what is needed for activities and can adapt this knowledge when moving between different areas both indoors and outdoors.

Sally has an extensive vocabulary for her age and says most words clearly. She now needs to learn to use her language skills in frustrating situations with peers.

Sally can retell past events and enjoys talking about her home life. She is able to ask adults for things that she wants. She uses facial expressions and gestures when she is not sure of the correct words and is fascinated with the 'why' question.

Physical Development – 22 – 36 months – secure.

(Moving & handling; Health & self-care)

Sally moves with confidence and can negotiate the outdoor climbing equipment with ease.

Sally enjoys the craft table, drawing and painting and is beginning to draw simple recognisable shapes.

Sally recognises when she needs to use the toilet or to wash her hands and is able to do these without adult assistance. She is able to dress herself and the dolls but needs adult intervention to assist with tricky fastenings such as shoes, button and zips. Sally is always keen to have a go at these fastenings.

Sally is daring and loves to climb and occasionally needs to be reminded of the dangers of this pursuit as she does not recognise them.

PHOTO

Child's Voice:

Sally can be heard soothing the dolls and singing to them.

She is always relaxed and her well-being is high when involved in doll play. Whilst playing with an adult she said 'I love my dolls' and kissed them on the top of their head.

Most days she will say 'music on, music on!' pointing to the CD player. She will dance and sing to familiar songs.

Parents'/carers' Comments:

Sally loves her time at nursery and is developing well. Practitioners have been very good at finding out what Sally likes to do and managing her more challenging side.

I am always relaxed when I drop Sally off at nursery knowing that she will be well looked after and happy.

It is good to have the chance to discuss what I can do at home to help Sally develop the skills that she needs.

Ideas to support learning and development

Are developmental milestones being met? Yes

In the setting

Co-operative play opportunities:

- Doll play in a group with adult support such as
 - Role play a baby clinic.
 - Taking dolls for a walk in a small group.
 - Bathing the dolls.
- Ball play in a small group with adult support:
 - Throwing to each other.
 - Rolling to each other.
 - Encouraging saying names as they play the games.
- Key person time/social communication groups:
 - Emotions game – looking in the mirror and making faces to reflect emotions.
 - Looking at pictures.
 - Reading stories about emotions.

At home

- Read stories in which children are playing together and sharing or where a child finds it difficult to share.
- Play games that require turn taking.
- Talk to Sally about friends at nursery and playing together.
- Talk to Sally about happy and sad faces and play a game of 'how do you think I feel?' and make different faces to show different emotions.

Parents'/carers' signature:

Key person's signature:

Moderated by:

Date:

Date:

Date: