

EYFS Progress Check at Age Two

Name: Ruby Tyler	Assessment Date: 26/04/2018
Date of Birth: 16/01/2015	Age: 27 months
Contextual Information: Ruby lives at home with her mum and dad and Gismo the cat. A new baby is expected within the next few weeks. She attends 2 sessions per week – Monday and Friday am. Ruby's key person is Melanie.	

Interests, preferences, activities & experiences enjoyed: Ruby is a happy and cheerful little girl who arrives greeting the member of staff waiting at the door with "Hello". She loves the dressing up trolley and this is a priority as soon as she enters the room. With a big smile on her face, Ruby finds a costume – usually 'Elsa' from Frozen and asks an adult for help as she tries to put it over her head and secure the fastenings. Then she is contented to take part in other activities within the room. During the sessions, Ruby likes to watch the other children and especially likes it if some of them are dressing up too. If so, she will go and stand alongside them, watching and copying their play. Recently, Ruby has tackled new experiences like threading the pasta to make a necklace which she proudly wore around her neck when finished. She also likes playing with the dolls in the water and washes their bodies and hair with lots of soapy water to get them clean. Good preparation for helping mummy or daddy when bathing the new baby when he/she arrives! Ruby has settled well into the group and has built a good relationship with her key person and can often be found with her sitting in the book corner and reading a story.

Characteristics of Effective Learning (How I learn): <i>(Playing and exploring, Active Learning, Creating and Thinking Critically)</i> <ul style="list-style-type: none">• Ruby is becoming increasingly confident to choose the activities she would like to be involved in and is willing to try some new activities• Ruby smiles when she achieves what she set out to do. She was very proud of her pasta necklace as she found the threading with the wool 'tricky' at first.

Personal, Social & Emotional Development <i>(Self-regulation; Managing Self; Building Relationships)</i> Ruby arrives happily at preschool and is comfortable to be left at the door. She quickly settles to an activity and is beginning to join in with the other children when playing. When watching children on the see-saw, she asked if she could have a go and waited patiently for her turn. She is becoming familiar with all the adults and often refers to them as 'Lady' if she doesn't know their name.
Communication and Language <i>(Listening, Attention and Understanding; Speaking)</i>

Ruby shows interest in songs and rhymes and is beginning to take part more by copying the actions with her fingers. She recognises familiar sounds and comes to tell me when the phone is ringing! She understands simple questions and instructions and recognises the playing of the 'Tidy Up' song as a signal for 'Tidy Up Time' in the room. When talking, Ruby uses simple sentences to make her needs known such as "Lady, help to put dress on".

Physical Development

(Gross Motor Skills; Fine Motor Skills)

Ruby has become increasingly confident in her physical abilities and enjoys running around the playground and tackling the climbing activities. She uses the wheeled toys and pushes herself along in the Cozy Coupe car and police car. When visiting the craft or mark making table, she has begun to show an interest in making marks. She is now using paintbrushes and writing tools to make simple shapes such as lines and circles. With the large paintbrushes outside, she made lots of up and down movements with the brush on the wall. After a few initial accidents, she recognises when she needs the toilet and asks an adult to give her a little support.



Child's Voice:

I like wearing the Elsa dress, I have the same dress at home.

I like choosing stories for Melanie to read to me, we often read The Very Hungry Caterpillar over and over again, and I 'giggle' when she says 'and he was still hungry'

I like it when Harry comes to nursery on Friday, we go up and down the slide.

'I don't like loud noises' especially the loud drum. I cling to Melanie.

Parents'/carers' Comments:

Ideas to support learning and development:

Childcare Provider

- To continue to support Ruby in sharing and taking turns with experiences such as turn taking with wheeled toys using the sand timers.
- To develop and expand Ruby's vocabulary by using her interest in dressing up and pretend play experiences.
- To support Ruby's preparation for the new baby by providing activities about babies – reading books about babies, bathing the dolls, baby nursery in the role play area etc. Talk about any worries and concerns she may have.

Home

- To share information about Ruby's interests by providing photos from home – My home, my family etc. to be included in the Learning Journey.
- To borrow a story sack about babies to support Ruby with the new arrival.
- To continue to praise all Ruby's efforts in her toileting.

Parents'/carers' signature:	Key person's signature:	Moderated by:
Date:	Date:	Date: