



Purpose: It is a statutory requirement that when a child is aged between two and three that practitioners must review their progress and provide parents and/or carers with a short-written summary of their child's development in the prime areas in the EYFS.

Full name: Hattie Smith

Date of birth: 12.07.19

Date of assessment: 14.10.21

Age in months at assessment: 27 months

House no. and postcode: 75 S99 1AB

Home languages: English

Setting name and telephone number: My Nursery Pre School 01234 567890

Other settings attended: N/A

Date of entry to setting: 02.09.21

Two Year Entitlement: Yes/No

Attendance (patterns of attendance, no. of contracted hours)

Mon-Fri 9-12

Name and role of any other professionals working with the child: N/A

### The Child as a Learner

Give an overview of the child as a learner and their interests – refer to the 3 characteristics of effective learning:

- Playing and Exploring
- Active Learning
- Creating & Thinking Critically

#### What I can do now:

Hattie will spend most of her time at nursery outside. She perseveres and always gets back up from a fall to try the activity again. Hattie particularly enjoys climbing. She smiles and claps hands when she reaches the top of the wooden play frame showing high levels of satisfaction in her achievement. Hattie also challenges herself by exploring how she can climb on and over a range of outdoor play equipment.

#### What I might do next with support :

Begin to engage in 'pretend' play such as in the role play area or mud kitchen to develop my language skills and co-operation with others. Widen my experiences with sand and water such as bathing the dollies and to experiment with other sensory play such as 'mark making' in foam/gloop.

### Communication and Language Development

Significant Comments relating to:

Speaking- range of words used, putting 2 or 3 words together in short sentences

Asking simple questions

Understanding simple instructions

Understanding of simple words

Listening and attention – showing an interest in stories, rhymes, showing an interest in what other children are playing

(include achievements in home language)

#### What I can do now:

Hattie is beginning to show an interest in books and listens to a story on a 1:1 basis. She can focus her attention on something of interest momentarily, however she gets easily distracted when there is noise within the room. Hattie sometimes appears not to hear when involved in outdoor play. She is beginning to join in with the actions in familiar rhymes, her favourite is 'Twinkle Twinkle Little Star'. Hattie understands and follows simple instructions such as 'find your coat'. When taking part in one-to-one activities Hattie repeats adult's sentences, she has about 30 clear single words. However, she is not yet joining words together. The number of single words has increased over the last few weeks. Hattie now only has her dummy if she needs a sleep.

#### What I might do next with support :

Increase the number of words I am using and encourage me to join two/three words together. To continue enjoying listening to different stories and start to join in with repeated phrases in my favourite books.

### Personal Social and Emotional Development

Significant Comments relating to:

Expressing emotions

Confidence

Sense of independence

#### What I can do now:

Hattie has settled well into pre pre-school and on arrival she waves goodbye to her mummy and daddy, and with friendly reassurance from Angie (her key person ) she quickly finds an activity of her choice. She takes an interest in what other children are doing or playing with and will often take the item or toy away from them to explore by herself. Hattie is

<p><i>Sense of self</i>  <i>Having preferences and making simple choices/decisions</i>  <i>Making relationships with adults</i>  <i>Forming friendships</i>  <i>Learning to use the toilet/potty training</i></p>	<p>being supported by Angie to communicate her wants and needs and to play alongside others.  Hattie likes to be independent; she can remove her own socks and shoes and attempts to put them back on.  Hattie likes learning the new routine and with support is now able to sit for a short period of time at the table to eat her snack.  Hattie likes her 'photo board' of members of her family and enjoys looking at them with Angie.  Hattie is in nappies but indicates when she has soiled. She is beginning to show an interest in using the potty</p> <p><b>What I might do next with support :</b>  To begin to play alongside another child and share the toys with the help of Angie.  We will help support Hattie in making friends by modelling language as she plays alongside others and support her in turn taking, sharing and help her to use words at times when she might become frustrated with others.  To encourage me to use the potty during nappy changes , begin to communicate that I need to use the potty</p>
<p><b>Physical Development</b>  <i>Significant Comments relating to:</i></p> <p><i>Gross motor skills</i>  <i>Fine motor skills</i>  <i>Core strength and co-ordination</i></p>	<p><b>What I can do now:</b>  Hattie likes to be active. She particularly enjoys free-flow to the outdoor play area where she can access the large wooden play frame. She climbs up the steps two feet per step. She can run around the play area avoiding large obstacles in her way. She enjoys playing with the balls and can kick a large ball from stationary.  Hattie enjoys mark-making outdoors. She can hold a chunky chalk in a palmer grip and can make horizontal and vertical lines when shown.  She is very independent, and she has a good try at washing and drying her own hands. She is also learning how to use a cup without a lid.</p> <p><b>What I might do next with support :</b>  Begin to use a fork when I am eating my dinner and encourage me to use a cup without a lid for my drinks.</p>
<p><b>Child's voice (I like, I am interested in)</b>  <i>Note what the child enjoys. Note their current fascinations and emerging interests:</i>  I enjoy playing outside on the bikes and climbing really high on the climbing frame and wall.  I love to make pictures at the easel outside to take home for my mummy and daddy.</p>	

<p><b>Ideas for how you can support my learning and development at home? At home my family can help me by:</b></p> <p>Read stories and sing songs. Talk lots about whatever Hattie is doing, pointing to and naming objects. Introduce the potty at home. Try to keep the use of her dummy to sleep time.</p> <p><b>Useful information (ideas for stories and games to play with Hattie)</b></p> <p><a href="https://www.bbc.co.uk/tiny-happy-people">https://www.bbc.co.uk/tiny-happy-people</a> <a href="https://hungrylittleminds.campaign.gov.uk/">https://hungrylittleminds.campaign.gov.uk/</a> <a href="#">Look, Say, Sing, Play NSPCC resources for parents</a></p> <p><a href="https://www.eric.org.uk/">https://www.eric.org.uk/</a> (toileting advice)</p>	<p style="text-align: center;"><b>Parent/ Carer's voice</b></p> <p><b>What have they noticed about their child's progress, interests or needs? Are there any concerns?</b></p> <p>We are really pleased that Hattie has settled so well into pre-school. She looks forward to seeing Angie and enjoys nursery. We are trying hard to keep the dummy to a minimum, but it is difficult when Hattie gets tired or has a tantrum. We have just introduced a potty and hope she'll be out of nappies soon. We have also noticed that Hattie snatches toys sometimes from friends' children but didn't realise it may be because she is frustrated that she can't tell them that she wants the toy. We are also going to help her by explaining to her and/or distracting her to play with something else. She loves stories, so we are going to start to read a book every day before bedtime. Hopefully this might help her with talking. We will talk to the health visitor about a hearing test for Hattie.</p>
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**Assessment Information - Highlight if you feel the child is at the expected level or requires more support**

Communication and Language	Speaking	expected level of development for age	additional support required
	Listening & Attention	expected level of development for age	additional support required
	Understanding	expected level of development for age	additional support required
Personal, Social & Emotional Development	Emotions	expected level of development for age	additional support required
	Sense of Self	expected level of development for age	additional support required
	Relationships	expected level of development for age	additional support required
Physical development	Gross Motor Skills	expected level of development for age	additional support required
	Fine Motor Skills	expected level of development for age	additional support required

Is there additional support required for toilet training? Yes/No

Request by setting for contact from a health professional (setting to highlight either yes or no) Yes/No  
(This is not necessarily a request for an Integrated Review)

Setting leader's signature below indicates confirmation that the setting has shared this 2-year progress check information with parents/ carers.  
Setting Leader's Signature & Date: **S.Taylor 15.10.21**

Key Person's Signature & Date:  
**Angie Jones 14.10.21**

**Setting must share these statements with parents/carers and highlight either has agreed/not agreed and date this section**

- **Parent/carer have agreed**/not agreed to the information from this report being shared with Public Health 0-19 Services.
- **Parent/carer have agreed**/not agreed to share this data with Family Centres so that they can plan future services and provisions that may benefit children of Barnsley in the future. Date: **14.10.21**

For full details of your data privacy rights and how BMBC will look after and protect your privacy please go to:

<https://www.barnsley.gov.uk/services/information-and-privacy/your-privacy/>

Example