

## On Entry Summary



### Observations/Stage of Development (Prime)

Child's Name: \_\_\_\_\_ Setting Name: \_\_\_\_\_

DOB: \_\_\_\_\_ Age: \_\_\_\_\_ mths

Key Person: \_\_\_\_\_ Date \_\_\_\_\_

Start date: \_\_\_\_\_ No. of sessions attended: \_\_\_\_\_

<b>OBSERVATION NOTES: from</b>	<b>to</b>
<b>Characteristics of Effective Learning</b> <small>Give an overview of the child as a learner – refer to the three characteristics of effective learning: -Playing and Exploring -Active Learning -Creating and Thinking Critically</small>	<b>PSED</b>
<b>Communication and Language</b>	<b>Physical</b>
<b>Specific Areas of Learning &amp; Development</b> (Literacy, Mathematics, Understanding the World & Expressive Arts & Design)	
<b>Child's view/ interests:</b>	
<b>Parent/Carer Views:</b>	
<b>Next Steps:</b>	

# Summary of Learning and Development

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress. The shaded (Specific) areas need to be completed for children aged 3-years and over, but need not be completed in entirety for younger children.

Date Completed:

Child's age in months:

Area	Aspect	Ages and Stages																	
<b>PSED:</b>	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
<b>CL:</b>	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
<b>Physical:</b>	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
<b>Literacy</b>	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
<b>Maths</b>	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H

<p><b>Key</b>  <b>D - Developing</b> The child is just beginning to work within the developmental age/stage  <b>S - Secure</b> The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves  <b>H - High</b> Evidence of learning which is embedded for almost all statements within the age/stage</p>	<p><b>Attendance</b> (patterns of attendance, no. of contracted hours, attendance comment)</p>
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**Areas below that typical for their age / areas of concern, requiring additional support at home and in setting:** Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carers in draft first

**Areas above typical development expected for this age**

Parent/Carer Signature:

Key Person Signature: