

Early Years Foundation Stage – Progress Check at Age Two

Name: Milly Roberts	Date: 18.01.2019	DOB: 15.11.2016	Age: (in months) 26 months
Date started at the setting: 08.01.2018	Sessions per week: 3 days		

Setting Name: Riverdale Day Nursery	Contact Number: 01857 8484256
Other settings I attend (If applicable): Dorothy Sanders (Childminder)	

Other professionals who help me are: Provide name, job title and contact details
Not applicable

Characteristics of effective learning (Learning and Cognitive Development)
Playing and exploring, Active learning, Creating and thinking critically

Milly is beginning to explore the resources within her reach; she enjoys using her senses to explore and then transport the natural materials from the interest table into the wicker basket
Milly 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. Milly also challenges herself by exploring how she can climb on and over a range of outdoor play equipment.

Communication and Language
Listening and attention, Understanding, Speaking

Milly 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. She is beginning to join in with the actions in familiar rhymes.
Milly understands and follows simple instructions such as 'find your coat'.
When prompted Milly can say some single words such as 'dog', 'cat', 'cup' but usually conveys her meaning by making jargonizing sounds and pointing. Milly now only has her dummy at sleep times.

Listening and attention						Understanding						Speaking					
0-11	8-20	E-16-26	22-36	30-50	40-60	0-11	8-20	D-16-26	22-36	30-50	40-60	0-11	8-20	D-16-26	22-36	30-50	40-60

E = Emerging -just accessing a few elements within this age and stage
D = Developing -accessing a large number of elements within this age and stage
S = Securing -competent in most elements of this age and stage

Physical Development (Physical Development and Self Care) (Physical Health)
Moving and handling, Health and self-care

Milly 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.
Milly enjoys mark-making outdoors. She can hold a chunky chalk in a palmer grip and can make horizontal and vertical lines when shown.
Milly is in nappies but indicates when she has soiled. She is beginning to show an interest in using the potty. 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.

Moving and Handling						Health and self-care					
0-11	8-20	16-26	E- 22-36	30-50	40-60	0-11	8-20	S-16-26	22-36	30-50	40-60

Personal, Social and Emotional Development
Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships

Milly has settled well into the new room. Upon arrival she waves goodbye to her parents and the childminder, and with reassurance from 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. Milly is being supported by her key person to communicate her wants and needs to learn that some things are shared.
Milly likes to be independent; she is able to remove her own socks and shoes and attempts to put them back on.
Milly 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 dinner.

Self-confidence and self-awareness						Managing feelings and behaviour						Making relationships					
0-11	8-20	D- 16-26	22-36	30-50	40-60	0-11	8-20	D - 16-26	22-36	30-50	40-60	0-11	8-20	16-26	S-22-36	30-50	40-60



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<p>Next steps to support my learning and development in the setting:</p> <p>Read Milly's favourite stories and sing her favourite songs.</p> <p>Use simple sentences and repetition of words.</p> <p>Help Milly to listen and understand by calling her name first before giving her an instruction. Use visual timetable and picture prompts when giving instructions to help Milly to understand the change in routine and to learn positive behaviours.</p>	<p>What parents /carers can do to support my learning and Development at home:</p> <p>Only use a dummy at sleep time.</p> <p>Read stories and sing songs.</p> <p>Talk lots about whatever Milly is doing, pointing to and naming objects.</p> <p>Introduce the potty at home.</p>
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<p>This is what my Key Person in the setting feels about my progress:</p> <p>Milly has settled very well into the Toddler room. She is learning the new routine and she is already happy to seek me out for a cuddle or help. I will support Milly to learn to share the toys and help her to communicate her needs to the other children around her. I am really happy that Milly is no longer reliant on her dummy during the day which will now help her speech and language development. Milly is confident when outdoors and is progressing very well in her physical development.</p> <p>Name: Penny Granger</p> <p>Date: 18.01.2019</p>	<p>Are there any identified areas where further support is needed? Yes / No</p> <p>If yes, what further support has been agreed?</p> <p>Following a conversation with Milly's mum and dad they have agreed to take her to the Health Visitor for a hearing test.</p> <p>Milly's parents have given permission to contact the Area SENCo to develop more strategies to support Milly's communication in nursery and at home.</p> <p>If yes, what further support has been agreed?</p> <table style="width: 100%;"> <tr> <td>EHA</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>Graduated approach</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>Health Visitor</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>SEND</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>EAL</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">Yes / No*</td> </tr> </table> <p>*Please provide further information within the additional information section.</p>	EHA	Yes / No	Graduated approach	Yes / No	Health Visitor	Yes / No	SEND	Yes / No	EAL	Yes / No	Other	Yes / No*
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<p>This is what my family feels about my progress:</p> <p>We are really pleased that Milly has settled so well into the toddler room. She looks forward to seeing Penny and enjoys nursery. We are trying really hard to keep the dummy to a minimum, but it is difficult when Milly gets tired or has a tantrum. We have just introduced a potty and hope she'll be out of nappies soon.</p> <p>We have also noticed that Milly 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.</p> <p>She loves stories, so we are going to start to read a book every day before bedtime. Hopefully this might help her with talking.</p> <p>Parental consent: I give my consent for this form to be shared with other professionals involved with my child.</p> <p>Name: Linda Roberts <u>Parent/Carer</u></p> <p>Signature:</p> <p><i>Linda Roberts</i></p> <p>Date: 19.01.2019</p>
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Job Title: Health Visitor

Contact number: 01785 222335

Name: Judith Williams

Signature:

J Williams

Date: 15.02.2015



Additional information:

In partnership with

