**Nursery**

**Observation checkpoints**

**Name of Child:**

**Date of Birth:**

Personal, Social and Emotional Development

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| Select and use activities and resources, with help when needed. This helps them  to achieve a goal they have chosen, or one which is suggested to them.  • Develop their sense of responsibility and membership of a community.  • Become more outgoing with unfamiliar people, in the safe context of their setting.  • Show more confidence in new social situations.  • Play with one or more other children, extending and elaborating play ideas.  • Find solutions to conflicts and rivalries. For example, accepting that not everyone  can be Spider-Man in the game, and suggesting other ideas.  • Increasingly follow rules, understanding why they are important.  • Remember rules without needing an adult to remind them.  • Develop appropriate ways of being assertive.  • Talk with others to solve conflicts.  • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  • Understand gradually how others might be feeling.  Observation Checkpoint  Around the age of 3, can the child sometimes manage to share or take turns with  others, with adult guidance and understanding ‘yours’ and ‘mine’?  Can the child settle to some activities for a while?  Around the age of 4, does the child play alongside others or do they always want to  play alone?  Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)  Does the child take part in other pretend play with different roles – being the Gruffalo, for example?  Can the child generally negotiate solutions to conflicts in their play?  Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents  and other agencies to find out more about these developmental difficulties. |
| Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.    Observation Checkpoint  Look out for children who appear to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical activity.  Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP. |

**Communication and Language**

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| Enjoy listening to longer stories and can remember much of what happens.  • Pay attention to more than one thing at a time, which can be difficult.  • Use a wider range of vocabulary.  • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  • Sing a large repertoire of songs.  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  • Develop their pronunciation but may have problems saying:  - some sounds: r, j, th, ch, and sh  - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  • Use longer sentences of four to six words.  • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  • Start a conversation with an adult or a friend and continue it for many turns.  • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there...I’ll be the driver.”  Observation Checkpoint  Around the age of 3, can the child shift from one task to another if you fully obtain  their attention, for example, by using their name?  Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”  Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.”  Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?  Can the child answer simple ‘why’ questions? |