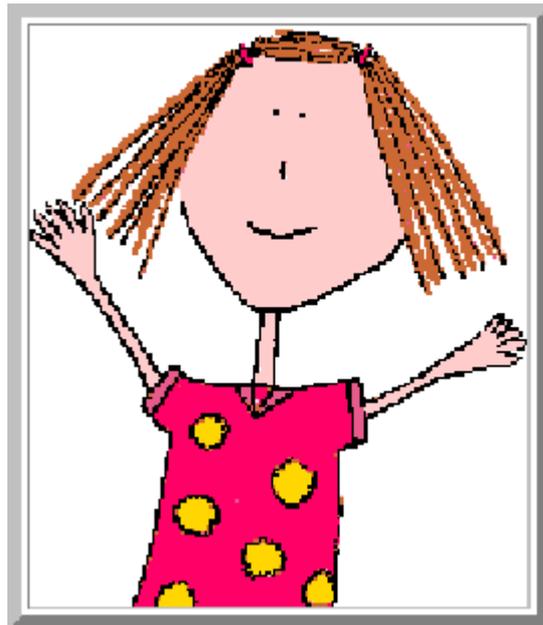


My Learning Journal

A PHOTOGRAPH OF ME!



By:

THIS IS ME!

Date of Birth:

A REMINDER THAT I AM STILL SO
VERY YOUNG!

Colour Group:

AS WELL AS OTHER AREAS OF
DEVELOPMENT, I LEARN MY COLOURS!

Key Worker:

MY KEY WORKER SPENDS TIME GETTING TO KNOW ME AND
YOU!

OUR NURSERY POEM:





THE KINSBOURNE COMMON NURSERY AND PRE-SCHOOL

A Note to Grown Ups

'Sometimes'

*Sometimes I may feel anxious
Sometimes I may need help
Sometimes I may feel sleepy and simply want to melt*

*Sometimes I may feel bold and just will not be told
Sometimes I may feel sad and would like your hand to hold
Sometimes I may feel uncertain and would not want this to show*

*Sometimes I won't know what to feel.....so many things to explore
But most of all watch as I learn through play, a time you cannot ignore
Because it makes me feel so happy
This I can be sure!*

Written by a grown-up who remembers

November 2010



MY HANDPRINTS AND YOUR KEEPSAKE!

WHEN I FIRST START AT NURSERY, MY KEY WORKER LOOKS AT INFORMATION YOU PROVIDE ON ME THROUGH MY SPECIAL REGISTRATION FORM SUCH AS WHAT I ENJOY PLAYING WITH AND ANY ADDITIONAL NEEDS I MAY HAVE. MY KEY WORKER SPENDS TIME BUILDING UP MY TRUST SO THAT I AM HAPPY IN THIS NEW ENVIRONMENT. IF I AM UNHAPPY, I WON'T WANT TO LEARN!

MY KEY WORKER WILL BEGIN TO CARRY OUT A SERIES OF FIVE SESSIONAL OBSERVATIONS TO BUILD ON MY INTERESTS. AT TIMES, THE KEY WORKER WILL TAKE A STEP BACK TO SEE WHAT I CAN DO INDEPENDENTLY AND FIND OPPORTUNITIES TO EXTEND MY LEARNING. MUMMY, DADDY OR WITH THEIR PERMISSION, ANOTHER CARER, WILL BE INVITED TO NURSERY AFTER THE FIRST FIVE SESSIONS TO DISCUSS MY PROGRESS AND IDENTIFY 'NEXT STEPS'. ALL OF THIS INFORMATION IS RECORDED ON



THE KINSBOURNE COMMON NURSERY AND PRE-SCHOOL
Settling in

Name of Child:

Start date:

Age:

Questions and prompts related to observing the child during the settling in process:	Comments
<p>Is the child...</p> <ul style="list-style-type: none"> • Happy and relaxed? • Comfortable about letting parent leave the setting? 	Session 1
<p>Does the child?</p> <ul style="list-style-type: none"> • Become involved in self chosen activities? • Make contact with other children in the setting? • Take care of their own personal needs and safety? • Use his/her first language to communicate with adults and peers? • 	Session 2
	Session 3
	Session 4
	Session 5
What next?	Discussion with parents:

WITH YOUR PERMISSION, MY KEY WORKER TAKES PHOTOGRAPHS OF ME



AND LINKS THEM TO OBSERVATIONS TO CONFIRM WHAT I AM LEARNING.

OBSERVATION	DATE: 31 January 2014	TIME				
CIP/AL (PLEASE CIRCLE)						
PLEASE CIRCLE RELEVANT AREAS OF LEARNING:						
PS&E (PRIME)	C&L (PRIME)	PD (PRIME)	MATHS (SPECIFIC)	LIT (SPECIFIC)	UTW (SPECIFIC)	EA&D (SPECIFIC)
CHARACTERISTICS OF EFFECTIVE LEARNING (PLEASE CIRCLE – NB: THIS MAY COVER MORE THAN ONE AREA):						
Playing and exploring	Active learning	Creating and thinking critically				
<p>I joined E at the play dough table as she sat conversing with another child. E looked up smiling and asked me to help her make a Christmas tree from the tree shaped template on the play dough table. When I completed this she looked at it and said "It's a Christmas tree". E then showed me a laminated picture (our theme 'Chinese New Year') and pointed to it and said that the image was a seahorse (very similar but a dragon). We then went through a shape book and E told me correctly that the images were a star, a circle and a triangle. She was also able to tell me which of the wooden blocks from the 'Interest Table' was bigger and smaller.</p>						
<p>WHAT NEXT? Encourage E to begin to make comparisons between quantities.</p>						



AS THE KEY WORKER BUILDS ON THESE OBSERVATIONS, THEY CARRY OUT THE COMPULSORY TWO YEAR PROGRESS CHECK (DfE, 2012) JUST TO MAKE SURE THAT I CONTINUE TO DO WELL! THEY SHARE THIS WITH MY MUMMY AND DADDY OR WITH THEIR PERMISSION, ANOTHER DAY-TO-DAY CARER. THIS SHOULD ALSO BE SHARED WITH MY HEALTH VISITOR AND PUT IN MY SPECIAL RED HEALTH BOOK!



Early Years Foundation Stage – Progress Check at Two

Setting Name: The Kinsbourne Common Nursery and Pre-School	Child's Name: Joe Bloggs	Date of Entry to Setting: 19 September 2013
	Date of Birth: 17 September 2011	Date of Check: 14 July 2014

Key person overview of your child's playing, learning and thinking in our setting:

Joe is a happy and busy little boy who has settled well, in spite of the occasional reluctance to come into Nursery. He is growing in confidence and independently selects and carries out activities of his choice, particularly enjoying small world activities such as the cars and garage. Joe often plays alongside other children and is happy to join in some activities.

Personal, Social and Emotional Development	<i>In this section give evidence for your judgements using evidence from the child's learning journey or practice knowledge:</i>
Self Confidence and Awareness	Joe is a happy little boy often playing alongside other children and joining in their play. He responds well to adults at Nursery and is happy for them also to be involved in his play. Joe can be left by his parents at Nursery most of the time without getting upset and is beginning to co-operate with some boundaries and routines eg sitting and listening to Circle Time. Joe loves to share experiences during Circle Time consisting of holiday homework which describes lots of his exciting adventures/outings. He has always expressed an interest in our small world activity (cars and garage) and is already beginning to show an interest in the more specific areas of development. For example, Joe is able to recognise numbers one to ten and uses some number names accurately in play.
16-26 22-36	
Managing Feelings and Behaviour	
16-26 22-36	
Making Relationships	
16-26 22-36	
For each aspect circle the age that this child is working within. If they are working below or above, write in the age e.g. 8-20.	
Communication and Language	<i>In this section give evidence for your judgements using evidence from the child's learning journey or practice knowledge:</i>
Listening and Attention	Joe enjoys listening to adults when they read stories and can recognise many familiar sounds eg turning to a knock on the door etc. He shows interest in play with sounds, songs and rhymes eg during Circle Time and using our keyboard. Joe communicates quietly using a series of simple sentences and is starting to have an understanding of age appropriate activities eg applying meaning to his mark making or pointing to a picture describing a particular event such as his holiday photographs. He enjoys listening to story books usually more on a one to one basis rather than in groups.
16-26 22-36	
Understanding	
16-26 22-36	
Speaking	
16-26 22-36	
For each aspect circle the age that this child is working within. If they are working below or above, write in the age e.g. 8-20.	
Physical Development	<i>In this section give evidence for your judgements using evidence from the child's learning journey or practice knowledge:</i>
Moving and Handling	Joe enjoys physical activities such as musical movement sessions where he is beginning to copy the actions of practitioners. He is able to climb up and down our climbing frame and can kick a large ball. Joe likes the push along toys such as the lawnmower, pushchair and ride on trikes/cars during outside play. He also enjoys his snack time where he can drink without spilling and is able to feed himself confidently with a spoon. Joe can turn pages in a book, sometimes several at once.
16-26 22-36	
Health and Self-Care	
16-26 22-36	
For each aspect circle the age that this child is working within. If they are working below or above, write in the age e.g. 8-20.	

Parent/Carer Observations and Comments:	
What Next?	
Continue to work on Joe's independence in self-care eg toilet training.	
Parent Signature(s) :	Setting Signature:
	Role:
Date:	

This check should be inserted into your child's red health book



MY KEY WORKER CONTINUES TO MONITOR MY PROGRESS BY FURTHER EVIDENCE GATHERING (PHOTORAPHS AND OBSERVATIONS) AND INCLUDED ON:



THE KINSBOURNE COMMON NURSERY AND PRE-SCHOOL
Unique Child Observation Summary

Name: Jo Bloggs	Age: 2 years 11 mths months
Date: 26 March 2013	Completed by: Deborah Campbell
Unique Child Summary – What has this child been doing: <i>A summary of observation that captures how this child has been developing over the last assessment period (half term) and what s/he has achieved.</i>	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Jo is beginning to understand and cooperates with some boundaries and routines. She listens well to practitioners and can inhibit own actions/behaviours eg stop herself from doing something she shouldn't.	
COMMUNICATION AND LANGUAGE Jo is able to identify action words by pointing to the right picture when she is listening and looking at books with a practitioner. She can also tell you where things are during a story by pointing at the pictures in the book. Jo is beginning to use simple sentences such as 'Mummy is here.....Here is my Mummy'.	
PHYSICAL DEVELOPMENT Jo continues to build confidence in her gross and fine motor skills. She has begun to join in with our more physical routines such as our stepping stone activities and with support from a practitioner joins in with a range of musical movement routines. Jo is able to climb up and down the nursery entrance step when holding onto the rail and, with the support of an adult, has enjoyed experimenting with the climbing frame. She continues to become more confident in communicating her needs for the potty or toilet. Jo is also able to pour her own drink with the help of a practitioner when the jug is too full. Jo uses a variety of mark-making tools (eg crayons and coloured pencils) when she wants to draw a picture.	
MATHEMATICS Jo is able to identify simple shapes in the environment.	
UNDERSTANDING THE WORLD Jo enjoys playing with small world models such as the doll's house and has more recently enjoyed playing in our imitation role play area (babies and kitchen).	
Characteristics of Effective Learning: <i>How does this child learn?</i> *Engaged Jo has demonstrated that she likes finding out and exploring and is prepared 'to have a go' <i>*Motivated</i> *Thinking Jo has demonstrated that through a range of activities she has her own ideas and makes links eg recognising simple shapes in the environment.	
What Next? <i>Drawn from the gaps in the appropriate Development Matters statements to provide a focus over the next assessment period. These should inform activity plans or enhanced provision to support the child's progress in learning and development.</i> Continue to encourage Jo to play with other children, play a series of games to encourage her to recite some numbers in sequence. Also encourage Jo to join in group time activities.	

WHAT DOES THE KINSBOURNE COMMON NURSERY AND PRE-SCHOOL DO WITH ALL THIS INFORMATION?

- WE SHARE IT WITH YOU AND SEEK YOUR VIEWS IN ORDER TO HELP YOUR CHILD CONTINUE TO PROGRESS. IN SOME CASES AND WITH YOUR PERMISSION, IT MAY MEAN DRAWING ON OUTSIDE EXPERTISE
- WE RECORD PROGRESS ON YOUR CHILD'S 'EY OUTCOME SHEETS' WHICH ARE KEPT AT THE BACK OF YOUR CHILD'S LEARNING JOURNAL.
- WITH YOUR PERMISSION AND BEFORE YOUR CHILD LEAVES OUR SETTING, WE SHOW THE LEARNING JOURNAL TO THE NURSERY TEACHER AT PRIMARY SCHOOL.
- AT THE END OF YOUR CHILD'S TIME AT NURSERY, YOU WILL BE HANDED THEIR SPECIAL LEARNING JOURNAL.

..... THROUGHOUT THEIR TIME WITH US, YOUR CHILD NEVER STOPS



LEARNING!