

START POINT	WHAT WE DO	END POINT
PSED and Independence		
Children cannot dress themselves or change clothes when they first start.	With much help, encouragement and praise. We model, teach and do activities in circle, dressing up and Forest School. Rewards and praise	Children leave us having learnt the basic to change clothing and shoes.
Children come to preschool with limited independence	Show them what to do and how to do it, model it, teach it and use pictures and visuals. We teach right from the Star group and have a staggered start to ensure we can help all children	Children leave being able to dress/ undress themselves independently coats, shoes etc.
Children that may have low confidence and self-esteem when starting.	We notice – we make children feel special. We nurture them, listen to them and care for them. We spend time with each child and use the key person system and use their names and learn their parents’ names, we sing the welcome song to everyone individually and create a sense of belonging	Children leave us feeling happy and confident within themselves and their abilities.
Children don’t know how to make friends Children come to preschool without always having secure friendships-	We notice and nurture, we set up friendship groups, model how to be a good friend and play alongside and with to help manage conflict And have been supported and developed by staff.	They learn social skills, make friends and can sort conflicts children leave with meaningful, lasting friendships

<p>Children arrive and can be upset at separation</p>	<p>We have a key person system and are “special ladies” – children can have more than one if they would like and we are consistent, gain trust and create meaningful relationships that are non-judgemental and support warmth, care and promote positive behaviour. Every child is greeted by name and we learn the parent’s names too and know that children witness relationships all around them, including at pre-school</p>	<p>Children leave us secure in relationships and confident to start primary school with a good transition, ready to move onto the next stage and next relationship.</p>
<p>A child is shy, withdrawn and won’t interact with others. They play alone.</p>	<p>We run nurture groups and small group work to learn together, to teach children how to play post COVID and teach children role play and model how to be a friend.</p>	<p>Develops confidence to join in with others play and initiates play</p>
<p>A child will stick to their KP or favourite member of staff, seeking them out if they need help or reassurance and may not access all the learning opportunities</p>	<p>We know children are individual and relationships are everything.</p>	<p>Develops confidence to ask any member of staff for help, know they can trust any of the ladies</p>

<p>A child won't eat their lunch or join in at snack time and needs to be reminded to drink</p>	<p>We encourage gently, use visuals and reminders, we notice other children eating well and praise them, we have a café style snack which is full of home-made goodies and we move children around to ensure they are settled at lunchtimes and get the most out of that time. We teach independence – scissors, collecting own drink, unpacking own lunch, using cutlery.</p>	<p>A child sits happily chatting to their friends while eating their lunch and share the snack bowls and drinks with friends at snack time. Will go to the drinks trolley without being asked to and understands good routines for health.</p>
<p>Children find the timetable and routines confusing and dysregulate</p>	<p>We use visuals, we are consistent and supportive and ensure that each child is an individual and are taught at their level to follow the routine and to be safe.</p>	<p>Children understand sequence – first, middle, next, last</p>
<p>Children come to us in nappies and are not confident in toileting.</p>	<p>We work with parents and offer advice and signpost to other agencies; we never shame the children if they have had an accident and change a child in comfort and kindness.</p>	<p>They are no longer in nappies and are able to take themselves and are aware of when they need to go.</p>

COMMUNICATION AND LANGUAGE		
Children are not ready to join a singing activity or children can sing a very simple song	Practice and repetition, use props make singing fun and action packed or quiet and slow if needed, differentiate.	Children leave us knowing many songs by heart and join in enthusiastically Children learn our graduation song from scratch and can perform it in front of their families
Children cannot talk and or have limited language	We assess children as soon as we meet them, working on speech and language programmes that we have designed – (Launch into Language) and use LTM screenings. We have speech and language groups, and we match our communication to the right level for each child	Children leave us having made as much progress towards sharing their feelings and views as possible given their starting point
PHYSICAL DEVELOPMENT SKILLS		
Children come not able to use or seen a saw, fire, hammer etc.	Forest School promotes the safe use of tools We promote safety at all times with risk We have a comprehensive set of resources to promote tool use and being safe.	Children leave ready for forest school and knowledge of using all tools

Children unable to hold or use a knife fork and spoon	We have cutlery available in our home corner and at lunchtimes and snack times to promote independence. Our mud kitchen helps and cooking activities and making smoothies and fruit kebabs.	Children leave ready and able to cut and eat with knife and fork
Children not able to drink from a cup or pour using a jug	We teach children how to pour in games and activities and at snack time.	Children able to use the jugs and pour own drink
Children are not confident to pick up pencils or a pen for mark making	Have mark making available in all areas, promote it, don't push it and ensure the mark making area is exciting and tidy	Children leave writing their names
Children find it hard to use the bikes, struggling to get on and off. Finding it difficult to use the peddles with their feet.	Continuous practice and praise, managing and exploring risk, solving problems such as a bike getting stuck.	Confident on the bikes, have built up strength in their legs. Are able to get on and off the bikes with confidence. Not scared to ride around at break times
Children start with us that can't throw or catch a large ball.	We continually demonstrate, encourage, practice and praise.	Children leave confidently able to enjoy throwing and catching a ball.
Children arrive not being able to ride our bikes or climb the climbing frame.	Continuous practice and praise ensuring and encouraging them to take the risk when they feel confident to do so.	Children are confident bike rider and potential mountain climbers!

<p>Children arrive not being able to use a pair of scissors.</p>	<p>Ensure we recognize their individual needs and provide either left or right-handed scissors (hopefully we have managed to purchase the easy-to-use ones) If possible, we could have a paper, scissors & glue area.</p>	<p>Children can use scissors safely and confidently.</p>
<p>Children are weak in arm strength which is vital for development</p>	<p>We plan strength building activities and gross motor play, children help to tidy up, brush up leaves, carry heavy tyres and equipment and climb and are active for most of the day.</p>	<p>Can use hands to squash and manipulate and shape the playdoh, use their imagination to create own designs and to create objects and animals and buildings.</p>