



NURSERY REPORT

Date:.....

Name & Address of Nursery:.....

Name of Child:..... DOB

Names of Parents:.....

Number of days and hours attending weekly:.....

Personal, Social and Emotional Development: <i>Making relationships</i>	Emerging	Expected	Exceeding within 30 – 50 months range	Exceptional within 40 – 60 months plus
• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children				
• Initiates play, offering cues to peers to join them				
• Keeps play going by responding to what others are saying or doing				
• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults				
Any comments re Making relationships				
Personal, Social and Emotional Development: <i>Self confidence & Self awareness</i>	Emerging	Expected	Exceeding within 30 – 50 months range	Exceptional within 40 – 60 months plus
• Can select and use activities and resources with help				
• Welcomes and values praise for what they have done				
• Enjoys responsibility of carrying out small tasks				

• Is more outgoing towards unfamiliar people and more confident in new social situations				
• Confident to talk to other children when playing, and will communicate freely about own home and community				
• Shows confidence in asking adults for help				
Any comments re Self-confidence & Self awareness				
Personal, Social and Emotional Development: <i>Managing feelings and behaviour</i>	Emerging	Expected	Exceeding within 30 – 50 months range	Exceptional within 40 – 60 months plus range
• Aware of own feelings, and knows that some actions and words can hurt others' feelings				
• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others				
• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met				
• Can usually adapt behaviour to different events, social situations and changes in routine				
Any comments re Managing feelings and behaviour				
Communication and Language <i>Listening and attention</i>	Emerging	Expected	Exceeding within 30 – 50 months range	Exceptional within 40 – 60 months plus
• Listens to others one to one or in small groups, when conversation interests them				
• Listens to stories with increasing attention and recall				
• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories				
• Focusing attention – still listen or do, but can shift own attention				
• Is able to follow directions (if not intently focused on own choice of activity)				
Any comments re Listening and attention				

Communication and Language <i>Understanding</i>	Emerging	Expected	Exceeding within 30 – 50 months range	Exceptional within 40 – 60 months plus
<ul style="list-style-type: none"> Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) 				
<ul style="list-style-type: none"> Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture 				
<ul style="list-style-type: none"> Responds to simple instructions, e.g. to get or put away an object 				
<ul style="list-style-type: none"> Beginning to understand ‘why’ and ‘how’ questions 				
Any comments re Understanding				
Communication and Language: <i>Speaking</i>	Emerging	Expected	Exceeding within 30 – 50 months range	Exceptional within 40 – 60 months plus
<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>) 				
<ul style="list-style-type: none"> Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) 				
<ul style="list-style-type: none"> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences 				
<ul style="list-style-type: none"> Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> 				
<ul style="list-style-type: none"> Uses a range of tenses (e.g. <i>play, playing, will play, played</i>) 				
<ul style="list-style-type: none"> Uses intonation, rhythm and phrasing to make the meaning clear to others 				
<ul style="list-style-type: none"> Uses vocabulary focused on objects and people that are of particular importance to them 				
<ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences 				
<ul style="list-style-type: none"> Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle’</i> 				
Any comments re Speaking				

