



Personal, Social and Emotional Development – Prime Area

Self-regulation

Observational Check Point for Nursery

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.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
I feel strong enough to express a range of emotions.	I can increasingly talk about and manage my emotions	I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ and talk about why I am feeling the way I am.	I can manage my feelings and talk about how I can overcome them independently.
	I safely explore emotions beyond my normal range through play and stories.	I can understand how others might be feeling and why they are showing this emotion.	I can use different emotions in my play with others and understand why I am using it in my play.
	I am able to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front (starting to show effortful control – and be aware of rules/boundaries)	<p>I am increasingly beginning to follow rules, understanding why they are important.</p> <p>I do not always need an adult to remind me of a rule to keep myself and my friends safe and happy.</p>	I can follow nursery rules and know why they are important without my key worker supporting me.

Managing Self

Observational Check Point for Nursery

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.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
With support I can hang my coat up and go to the toilet when I need to.	I feel confident when taken out around the local neighbourhood such as the church and enjoy exploring new places with my key person.	I am developing my sense of responsibility and membership of a community. I can talk about people who I have met in my community.	I am responsible and be confident to be part of my community. I may have joined a group in my community such as a dance, football or swimming group. I am ready for new experiences like starting school
	I feel confident asking adults for help. I enjoy a sense of belonging through being involved in daily tasks.	I am being increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing & drying hands	I can make healthy choices about food, drink, activity & tooth brushing.

Building Relationships

Observational Check Point for Nursery

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.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
I choose to play with different activities with support.	I will play with increasing confidence on my own and with other child - because I know my key person is nearby and available.	I have become more outgoing with unfamiliar people and friends, in the safe context of my nursery. I am able to show more confidence in new social situations.	I am able to be assertive when considering other children's wants and interests. I can be honest about what I think and feel with my key worker and friends and act on this appropriately.
	I am developing friendships with other children.	I am starting to play with one or more other children, extending and elaborating my play ideas for a short period of 5 minutes.	I am able to play in a group with friends, and make up ideas of things to do and games to play independently.
	I am beginning to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and notice these features in my friends.	I am developing appropriate ways of being assertive. I can talk with others to solve conflicts with support from my key worker.	I begin to find solutions to quarrels and rivalries independently.