

**The Lawns Nursery School and Children's Centre
Physical Development Audit**

Developed by: C Barnes, Area Coordinator

The overall objective of the Early Years Foundation Stage (EYFS) in all seven areas of Learning is that by the time children reach the end of the EYFS (last term of the Reception/ YR R) they will have achieved the 17 Early Learning goals (first column in red). At The Lawns we aim to work towards these goals by encouraging children to engage with people and their environment, to play and explore, be active learners and to create and think critically, all Characteristics of Effective Learning. The second column shows how we address this.

Objectives We aim to achieve	Who What when	Evaluation
<p>Early Learning Goal-</p> <p>Moving and Handling</p> <p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children are physically mobile.</p> <p>Children are able to hold objects with control and coordination.</p> <p>Children use the stairs safely.</p> <p>Children use large motor skills.</p> <p>Children use fine motor skills.</p>	<p>Children have access to space to move around freely both indoors and out.</p> <p>Furniture of appropriate size for the age range of children attending Saplings and Nursery.</p> <p>We have large climbing equipment to allow children climb, balance, swing</p> <p>There is a wide range of wheeled equipment egg bikes, balance bikes, scooters, boogey boards, trucks, wheel barrows, pushchairs etc.</p> <p>Children have access to stairs and are always accompanied by adults who support children with safety.</p> <p>Children are supported with using, learning new skills when using smaller equipment such as bats and balls, hoops, stepping stones, stilts, quoits, skittles.</p> <p>Staff set up assault courses using blocks, planks, tubes, crates etc.</p> <p>Provide tactile materials-clay, dough, plasticine, foam oats, mud and tools.</p>	<p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>children using equipment with confidence.</p>

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<p>Early Learning Goal-</p> <p>Moving and Handling</p> <p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children are spatially aware.</p> <p>Children become coordinated and are able to balance.</p> <p>Children become confident movers.</p>	<p>Resources are available such as threading, construction sets, and posting toys.</p> <p>Children access adult led and spontaneous music sessions which encourage children to move to music.</p> <p>Children use dance music from different genre, scarves, streamers, instruments.</p> <p>Children can use crates, logs, blocks, planks, ladders, tunnels, barrels, tyres. That can be used in a range of ways egg assault courses, dens, constructions etc.</p> <p>Children have access to a large woodland garden with different surfaces, flat and hilly areas, grass, bark and steps. Indoors there are smooth floors and carpet areas.</p> <p>Children have access to soft areas where they can relax on cushions etc.</p> <p>Staff demonstrates, discuss and model safety with equipment and in activities.</p> <p>Children can use items for filling, emptying, and carrying to use in areas such as sand, water, the garden etc.</p> <p>Children use garden, woodwork tools.</p> <p>Children can practice movement skills through games with beanbags, hoops, skittles, balls, cones.</p> <p>Adults plan games and activities to practice movement skills such as aiming, balancing, jumping, running at different speeds, target throwing, rolling, catching and kicking.</p>	<p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Parents and children bring in objects for us to use.</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p>

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<p>Early Learning Goal-</p> <p>Moving and Handling</p> <p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children are aware of safety.</p> <p>Children can handle a range of tools.</p> <p>Children are able to form letters, numbers etc.</p> <p>Children show interest in others play and join in.</p> <p>Children test and share their ideas with others.</p> <p>Children initiate play and ideas.</p> <p>Children share their accomplishments and experiences with both adults and children.</p>	<p>We provide open ended activities to allow children to return to an activity again and again.</p> <p>Planning is flexible to allowing children to return to an activity and to develop their own ideas.</p> <p>Provide resources that offer the opportunity and motivation to practice manipulative skills egg cooking, painting, tactile materials, instruments.</p> <p>Children have access to left handed tools/equipment.</p> <p>Children with SEND have 1:1 support when necessary.</p> <p>Specialist equipment can be acquired when needed to support children with SEND.</p> <p>Resources are available that encourage pushing, twisting, slotting, pressing egg construction, magnets, woodwork etc.</p> <p>We have a specific area for bikes, scooters etc.</p> <p>Children use natural resources in Forest school.</p> <p>Children can stir, mix manipulate mud in the mud kitchen.</p> <p>Children use the 'fiddle box' puzzles with latches, flaps etc</p>	<p>Popularity of different activities</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved.</p> <p>Popularity of different activities.</p> <p>Children's emerging writing on the walls.</p>

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<p><u>Health and Self-care</u></p> <p><u>Early Learning Goal-</u></p> <p>Children know the importance for good health of physical exercise, a healthy diet, and talk about ways to stay healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Children are ware of their health and fitness.</p> <p>Children are independent with managing their basic needs.</p> <p>Children recognise the need for boundaries and routines.</p> <p>Children initiate and share ideas.</p> <p>Children are willing to 'have a go'</p> <p>Children can work democratically; they can work towards the same goal, make decisions together, and listen to each other.</p>	<p>The nursery takes part in the 'Healthy Under Fives' scheme.</p> <p>We provide healthy snacks and drinks as part of the daily routine.</p> <p>Drinks are available for children to pour independently.</p> <p>We take account of allergies and /or dietary needs to allow children to be as independent as possible within the environment.</p> <p>Staff discuss healthy food, using practical and meaningful activities.</p> <p>We grow, care for and harvest fruit and vegetables in the nursery garden. Prepare them for tasting and use in cooking activities.</p> <p>Staff should be aware of eating habits at home and the different ways that people eat food.</p> <p>We promote health awareness and discuss how exercise is important in contributing to this.</p> <p>Staff discuss the effect of exercise on our bodies during physical and after physical activity. For example during a group movement session, or when children have been spontaneously running around the garden etc. talk about how their bodies feel.</p> <p>Take account of the effects of the environment and how this can impact on the children's physical health. For example when the weather is hot discuss the need to stay cool, wear a sunhat/cream and drink water etc.</p>	<p>Photos/videos</p> <p>Observations</p> <p>Planning</p> <p>Enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Popularity of different activities</p>

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<p><u>Health and Self-care</u></p> <p><u>Early Learning Goal-</u></p> <p>Children know the importance for good health of physical exercise, a healthy diet, and talk about ways to stay healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Children are able to separate from parents/carers happily.</p> <p>Children are able to express their preferences and interests.</p> <p>Children can ask for help and offer to help others.</p> <p>Children enjoy responsibilities eg being helper, doing tasks.</p> <p>Children are encouraged to be proud of their accomplishments.</p> <p>Children use their own ideas, make their own choices.</p> <p>Children are confident enough to engage in new experiences.</p>	<p>Staff encourage children to manage their own personal and self-care needs. Provide appropriate support according to their stage of development.</p> <p>It is also important to work closely with parents/carers when children are toilet training to maintain a consistent approach.</p> <p>The bathroom facilities are child sized/height to support children in developing independence.</p> <p>Children with SEND have 1:1 support when necessary and plan so that children can be active in a variety of ways taking account of their individual needs.</p> <p>Specialist equipment can be acquired when needed to support children with SEND.</p> <p>Provide cosy spaces and areas where children can rest when they need to and adults to be sensitive to the needs of individual children.</p> <p>Adults to ensure children's safety, while not unduly inhibiting their risk taking. Allowing children to set their own challenges.</p> <p>Discuss safety in the environment and how this relates to children's everyday lives. Use equipment and stories to support the concept of keeping safe.</p>	<p>Learning walks by staff and governors</p> <p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Popularity of different activities</p>