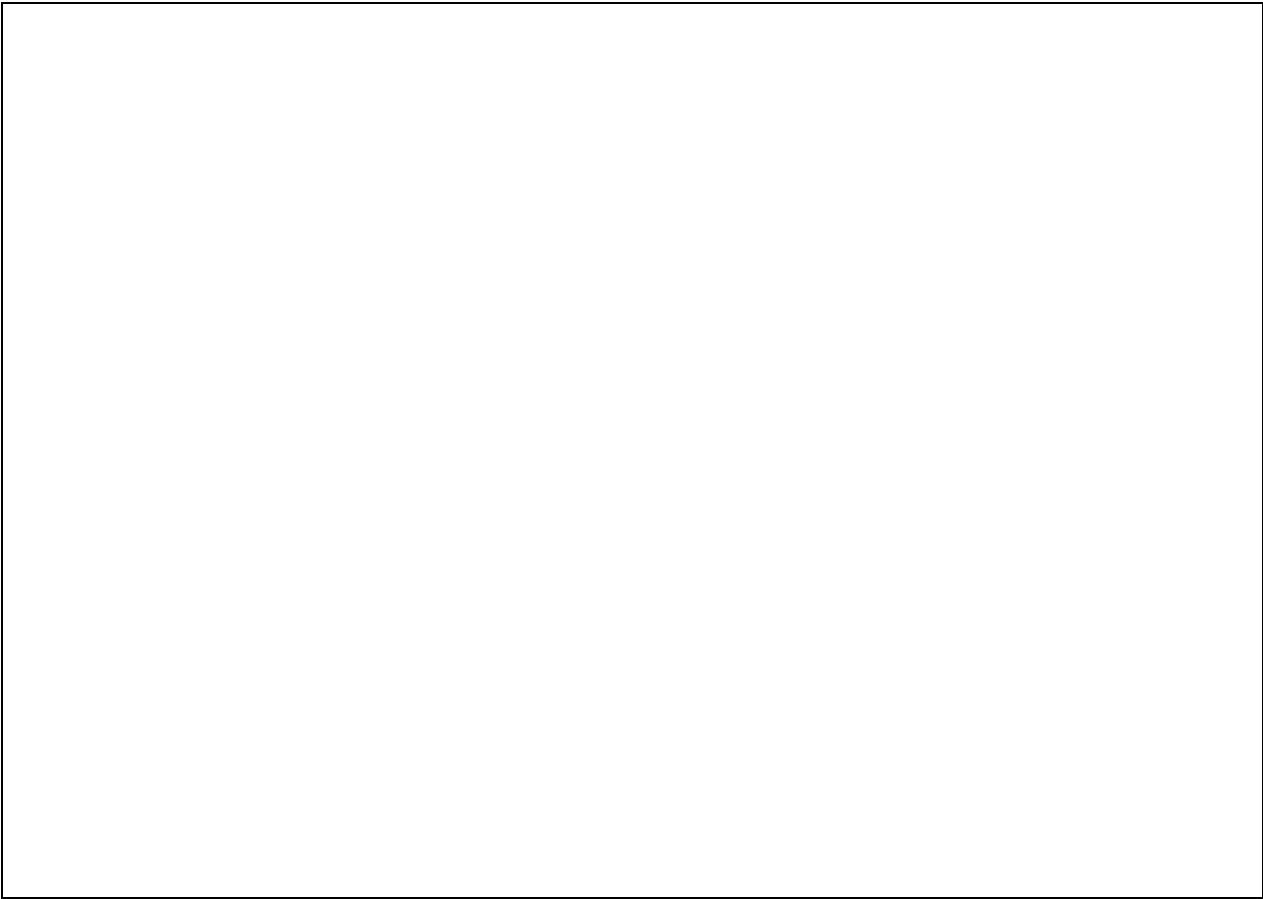


# All About Me



## LI'L CHAMPS NURSERY ALL ABOUT ME BOOKLET

- ✚ The “All about Me” book is intended for use by parents/carers and all professionals who provide Early Years care for children and help to prepare them for transition.
- ✚ Li'l Champs Nursery “All about Me” is book for all children. This will be around your child’s transition from home to our setting; for transition within the nursery, or for additional information around transition to school; to inform our planning while helping your child settle into nursery; working together with family and carers.
- ✚ Although some of the sheets in the “All about Me” book mention transition to school, it is not intended to be used as a transition document. Should your child’s school require additional information concerning the specific needs of your child, then this will be done via the Individual Education Plan or Action Plus, for children with difficulties or disabilities.
- ✚ When the “All about Me” book is no longer required it will be returned to parents or carers.



My name is: .....

I was born on: .....

The language we use at home is: .....

I need a translator: .....

People who are important to me Include the names of family members and the ages of

siblings. Other people who are important to me could be a childminder, home visitor or speech and language therapist (people I see regularly)
My Family:
My special friends:
Things I would like you to know about me  I like:  I don't like:
Things I can do:
My Family and I celebrate (The cultural and religious events I take part in):
My favourite toys, rhymes and stories:
I need help with:
Special things I need:
(Dietary requirements, healthcare plan, include special words used and symbols used to communicate)
If I'm upset I.....
My special skills (Such as an additional language)
<b>Settling in plan</b>

Child's name:		Date of birth:	
<p>What would you as the child's parent/carer like the setting to do for your child?</p> <p>Things for nursery to do:</p> <p>Things that make me feel happy about starting at nursery:</p> <p>Things that make me feel worried about starting at nursery:</p> <p>My child attends/attended these other childcare settings:</p> <p>The school we think our child will attend is:</p>			

## Getting to know your child

As part of the settling in period your child's key person will observe and make notes of your child's development in the prime areas of the EYFS.

We would like you to help us get to know your child and how well they can do things; as a parent, you know your child best!!

This information will be combined with the observations and information your key person will make and it will form the baseline assessment (starting point) for your child's learning journey through Lil Champs Nursery.

Please fill in the information below to help us make a positive assessment of your child.

My child:	All the time	Some times	Not yet
<b>Personal, Social and Emotional Development</b>			
Enjoys the company of others			
Looks at faces and can copy movements e.g. opening mouth/sticking out tongue			
Recognises main carer's voice			
Likes cuddles			

<b>My child:</b>	<b>All the time</b>	<b>Some times</b>	<b>Not yet</b>
Can gain people's attention and interact in a variety of ways, e.g. babbling, shouting, crying			
Builds relationships with special people			
Likes to watch what others are doing			
Plays alongside other children			
Will play with a familiar adult e.g. rolling a ball back and forth			
Joins in with other people's games			
Seeks out other people to share experiences			
Shows affection or concern to others			
Has special friendships with other children			
Uses voice, eye contact or gestures to make contact with others			
Enjoys finding own nose, eyes, tummy as part of a game			
Can point to make a request for something out of reach			
Explores new toys and environments but will come back to familiar adult when needed			
Wants to do things independently			
Separates from main carer with support and encouragement			
Calms when spoken to, cuddled, rocked or sung to			
Shows a range of emotions e.g. excitement, fear, pleasure, upset			
Reacts to others emotions e.g. will smile when a person smiles at them			
Will use a familiar adult to share feelings e.g. excitement, pleasure or tired			
Is beginning to understand yes and no and other boundaries			

<b>My child:</b>	<b>All the time</b>	<b>Some times</b>	<b>Not yet</b>
Has a growing sense of will and determination, they will sometimes have tantrums through anger/frustration			
Is aware that some actions can hurt others			
Shows understanding of routines and boundaries			
<b>Communication and Language</b>			
Listens to familiar sounds, words or songs			
Moves whole body to respond to music or a regular beat			
Concentrates on an object or activity for short periods of time			
Listens to and enjoys rhymes and songs			
Has a rigid attention and may appear not to hear			
Listens with interest to the sounds adults make when reading stories			
Recognises and reacts to familiar sounds e.g. going to the door when they hear a knock.			
Responds to their own name			
Understands single words e.g. cup/milk/mummy			
Can select objects by name			
Understands simple sentences e.g. throw the ball			
Understands who, what where questions			
Lifts their arms to be picked up			
Uses different sounds during play e.g. bruum for a car			
Uses single words			
Has personal words for objects e.g. baba for blanket			
Copies familiar expressions e.g. 'oh dear' 'all gone'			
Can ask simple questions			

<b>My child:</b>	<b>All the time</b>	<b>Some times</b>	<b>Not yet</b>
Learns new words quickly			
Is beginning to use word endings, 'ing' 's'			
<b>Physical Development</b>			
Can support their own head			
Can roll over from their back to their tummy			
Can reach out and touch objects			
Can hold toys			
Explores objects with their mouth			
Sits unsupported			
Can crawl, roll or bottom shuffle to get around			
Can pick up small objects using finger and thumb			
Can take steps independently			
Holds a crayon with their whole hand making random marks			
Can walk upstairs and downstairs with the help of an adult			
Can build a small tower			
Can run safely on whole foot			
Can climb confidently on play equipment and pull themselves up			
Uses the tripod grasp (three fingers)			
Can turn pages of a book, sometimes several at once			
Expresses discomfort, hunger or thirst			
Anticipates food routines with interest			
Opens mouth for food			
Holds own bottle/cup			
Can feed themselves finger food			

My child:	All the time	Some times	Not yet
Attempts to use a spoon but food sometimes falls off			
Has developed food likes/dislikes			
Is willing to try new foods			
Shows some awareness of bladder/bowel urges			
Likes to help dressing and during hygiene routines			
Can feed themselves using a spoon/fork			
Can drink without spilling			
Can clearly communicate needing the toilet/potty			
Is beginning to be independent in self-care but often needs adult help			