**Early Years Checklist**

Social Emotional and Mental Health Checklist

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| **By 2 years old the child may need support for at least one of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Making relationships | Giving a positive response to a familiar adult e.g. turning, looking and smiling when spoken to |  |  |  |  |
| Engaging in social interaction e.g. bringing toys to a familiar adult to show and share |  |  |  |  |
| Self-confidence and self-awareness | Taking pleasure in exploring objects |  |  |  |  |
| Indicating his/her own needs e.g. banging, or bringing a drinks cup to an adult to indicate they would like a drink |  |  |  |  |
| Managing feelings and responses | Using their key person for ‘emotional refueling’ e.g. happy to explore activities but looks for key person for reassurance  |  |  |  |  |
| **By 3 years old the child may need support for at least one of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Making relationships | Sharing/ turn taking with an adult in a simple activity that they enjoy e.g. rolling or kicking a ball back and forth |  |  |  |  |
| Giving a positive response to a familiar adult |  |  |  |  |
| Self-confidence and self-awareness | Separating from main carer with support from key person (alternatively may show no sense of care separating from main carer) |  |  |  |  |
| Showing interest in the play of other children alongside them whilst sustaining their own e.g. watching with interest what other children are doing in the water play whilst continuing with their own exploration  |  |  |  |  |
| Managing feelings and responses | Co-operating with age-appropriate familiar expectations in relation to the routines of the setting e.g. sitting for a snack |  |  |  |  |
| Sitting in a small group (3-4 children) with a familiar adult for more than 3 minutes doing an activity which interests and excites them e.g. songs and rhymes  |  |  |  |  |
| **By 4 years old the child may need support for at least one of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Making relationships | Engaging in positive interactions with other children in structured situations e.g. talking to other children whilst playing and joining in a group activity |  |  |  |  |
| Self-confidence and self-awareness | Respond positively to a variety of adults e.g. feeling confident to approach any adult in the setting for help |  |  |  |  |
| Spending time in groups with other children but engage in own play e.g. can complete their task whilst being alongside others |  |  |  |  |
| Managing feelings and responses | Understanding that some things are theirs, some are shared, and some belong to other people |  |  |  |  |
| Making predictable responses in a range of situations e.g. helping to put toys away and get ready for group time |  |  |  |  |
| Consistently responding positively to and coping with different events, social situations ad changes of routine in the setting |  |  |  |  |
| Expressing their own feelings and doing so in an appropriate way  |  |  |  |  |
| **By 5 years old the child may need support for at least one of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Making relationships | Engaging in and sustaining positive interactions with other children |  |  |  |  |
| Initiating and sustaining conversations with adults and children |  |  |  |  |
| Self-confidence and self-awareness | Receiving praise and taking price in him/herself |  |  |  |  |
| Managing feelings and responses | Managing their emotions if their needs are not met quickly |  |  |  |  |
| Demonstrating concerns towards other children e.g. to comfort a child in distress |  |  |  |  |
| Understanding that his/her own actions affect others |  |  |  |  |
| Responding appropriately to simple instructions |  |  |  |  |
| Staying on task to complete an age-appropriate adult-initiated activity |  |  |  |  |
| Understanding the needs of others and usually being able to share and take turns without adult intervention |  |  |  |  |