



## **CHILD'S DEVELOPMENT STAFF EVALUATION KEY SKILLS ASSESSED**

### **Evaluation of Gross and Fine Motor Skills in Little Dino Playgroup**

#### **Introduction:**

Assessing gross and fine motor development in children helps identify their developmental progress and any areas requiring support. For Little Dino Playgroup, a structured evaluation provides valuable insights into each child's motor skills within a playful, supportive environment.

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#### **1. Objectives of the Evaluation**

- To observe and document gross motor skills such as balance, coordination, and mobility.
  - To assess fine motor skills including hand-eye coordination, grasp, and manipulation.
  - To identify children who may benefit from targeted interventions.
  - To inform curriculum planning to support optimal motor development.
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#### **2. Methodology**

- Observation: Continuous and systematic observation during free play and structured activities.

- Standardized Activities: Use age-appropriate tasks like:
  - Gross motor: walking, running, jumping, climbing.
  - Fine motor: drawing, stacking blocks, cutting with scissors, threading beads.
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### 3. Gross Motor Skills Evaluation

#### Key Skills Assessed:

- Balance & Coordination: Ability to stand on one foot, walk along a line.
- Mobility: Walking, running, jumping, climbing stairs or playground equipment.
- Strength & Endurance: Ability to sustain activity levels suitable for age.

#### Sample Findings:

- Most children demonstrate age-appropriate walking and running.
  - Some children show difficulty maintaining balance on one foot or climbing equipment independently.
  - A few children need support in jumping forward or hopping on one leg.
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### 4. Fine Motor Skills Evaluation

#### Key Skills Assessed:

- Hand-Eye Coordination: Picking up small objects, drawing within lines.
- Grasp & Manipulation: Using pincer grasp, stacking blocks.
- Hand Strength & Dexterity: Cutting with scissors, threading beads.

#### Sample Findings:

- Majority of children can hold crayons and draw simple shapes.
  - Some children are developing pincer grasp effectively; others are still refining it.
  - Fine motor coordination varies, with some children needing additional practice in tasks like buttoning or using scissors.
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## 5. Summary & Recommendations

- Overall, children exhibit typical development for their age group, with some variability.
  - Incorporate play-based activities that promote balance, coordination, and fine motor skills.
  - Provide targeted support for children showing delays, such as:
    - Balance and coordination exercises.
    - Fine motor activities like threading, puzzles, and arts and crafts.
  - Continue periodic assessments to monitor progress.
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## 6. Conclusion

Regular evaluation of gross and fine motor skills in Little Dino Playgroup ensures children's developmental needs are met in a nurturing environment. Tailoring activities to support individual growth fosters confidence and skill mastery.

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**All staff must discuss all children progress to parents on a daily basis**

**\*Keyworker of children must ensure children's developmental progress through regular**

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Following 3 rules of I

### 1. Intent

- Purpose and ambition behind what is being taught. It involves considering whether the curriculum is well-designed to meet the needs of all students, promote high standards, and prepare learners for their next steps in education or employment. Essentially, it answers the question: \*What does the Little Dino Playgroup aim to achieve through its curriculum?

### 2. Implementation

- Implementation focuses on how the curriculum is delivered in practice. It examines whether teachers are effectively planning and delivering lessons that align with the curriculum intent, and whether teaching strategies are appropriate and engaging. This includes the quality of teaching, use of assessment, and how well the curriculum is adapted to support all learners.

### 3. Impact

- Impact measures the outcomes of the curriculum and teaching. It looks at the progress and attainment of students, as well as broader aspects like developing skills, attitudes, and character. The key question here is: Are students making the expected or better-than-expected progress as a result of the curriculum and teaching?

**By evaluating these three areas, purposeful (Intent), effectively delivered (Implementation), and leads to positive student outcomes (Impact).**

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