

**Observation**

Child's name –

Date -

Date of birth –

**Learning experience** - child initiated  adult supported  adult initiated

**Observation took place** – Inside the house  in the garden  on an outing  at home  at another setting

Activity –

Learning intentions -

Observation –

Were the learning intentions met? –

Prime areas			Specific areas			
Communication & language	Physical development	PSED	Literacy	Maths	Understanding the world	Expressive art & design
Listening & attention <input type="checkbox"/> Understanding <input type="checkbox"/> Speaking <input type="checkbox"/>	Moving <input type="checkbox"/> Handling <input type="checkbox"/> Health & self-care <input type="checkbox"/>	Relationships <input type="checkbox"/> Self-confidence & awareness <input type="checkbox"/> Feelings & behaviour <input type="checkbox"/>	Reading <input type="checkbox"/> Writing <input type="checkbox"/>	Numbers <input type="checkbox"/> Shapes, space & measures <input type="checkbox"/>	People & communities <input type="checkbox"/> The world <input type="checkbox"/> ICT <input type="checkbox"/>	Media & materials <input type="checkbox"/> Being imaginative <input type="checkbox"/>
Characteristics of effective learning						
Playing & exploring How I engage with my learning		Active learning My motivation to learn		Creating & thinking critically How I am thinking		
I enjoy finding out and exploring I like laying with what I know I am willing to 'have a go'		I am involved and concentrating I will keep trying I enjoy achieving		I have my own ideas I can make links I can choose ways to do things		
Ideas for next steps in my learning –						
Ideas for extending my learning at home –						

## Completing the observation form

I have been asked to provide information about how the observation sheet might be completed so...

### Learning experience –

- Child initiated – the child decided what s/he was going to do, got out the resources and started to play;
- Adult supported – the child started playing and the adult sensitively supported their learning by adding new ideas, suggesting different things, playing alongside etc – while allowing the child to get on with their game;
- Adult initiated – the adult set up an activity, usually to support learning, follow up a 'next steps' idea or similar.

**Observation took place** – it is important to write obs from different places including the child's home and, where possible, other settings the child attends.

**Activity** - talk briefly about what the child was doing for example –

- Jane was exploring sand and water in the messy tray;
- We set up a fine motor challenge with cotton wool balls and tweezers;
- The messy tray was set up with coloured rice, beakers and spoons...

**Learning intentions** - go back to observations and next steps for the child and think about why you have planned the activity for the child for example –

- To follow up on John's love of climbing we have been focussing on getting down safely;
- Water and cups for pouring will help to develop Jack's fine motor control;
- Support Jane to join in during a planned singing session.

**Observation** - talk about what the child did / said - keep it short and sweet. You can use a longer / focussed obs if you want to go into detail. You can add a little photo on the right or put one on the back if you want to share one with parents.

**Were the learning intentions met?** - Sometimes children do their own thing and learn something we hadn't anticipated! It is important to look back at what the child learned and ask yourself – did the child learn what I wanted them to learn? If not, you might want to plan something else to support them.

Of course, if different learning was experienced, it might lead to a different set of 'next steps' ideas.

**Prime & specific areas** - this will help to make links -

<http://www.childmindinghelp.co.uk/freeresources/Free%20downloads/Resources/Observation%20prompts.pdf>.

**Learning Characteristics** - this will help to make links -

<https://www.facebook.com/groups/independentchildminders/664027093618701/>.

**Next steps ideas** - this will help to think about how you can write next steps –

<http://www.childmindinghelp.co.uk/freeresources/Free%20downloads/plods.html>.

This might be useful if you are thinking about bigger 'developmentally appropriate' next steps -

<http://knutsfordchildminding.blogspot.co.uk/2013/08/developmentally-appropriate-next-steps.html>.

**Extending learning at home** - just think about something simple that parents might enjoy doing with children at home and write something brief. It is important to find a balance between meeting the requirements of the EYFS and telling parents how to do their job! I find keeping it simple and focussing on the child and what they can do helps... for example –

- John might like to show mummy how well he can use tweezers;
- Jane wants to share some puzzles with dad so we have put them together to bring home.

Please ask if you want more information.

Sarah

[www.knutsfordchildminding.co.uk](http://www.knutsfordchildminding.co.uk)