

	Planned Observation	
Childs Name	Home language	DOB
Look Listen & Note	Initials	
Where observation takes place		
Time and duration		
Context /activity resources and well being	Context: people	
Characteristics of learning	Observation details (Continue on separate sheet if necessary)	
<p>Playing and exploring -engagement</p> <ul style="list-style-type: none"> • <i>Finding out and exploring</i> • <i>Playing with what they know</i> • <i>Being willing to have a go</i> <p>Active learning –motivation</p> <ul style="list-style-type: none"> • <i>Being involved and concentrating</i> • <i>Keep on trying</i> • <i>Enjoying achieving what they set out to do</i> <p>Creating and thinking critically- thinking</p> <ul style="list-style-type: none"> • <i>Having their own ideas</i> • <i>Making links</i> • <i>Choosing ways to do things</i> 		
Assessment of child’s key learning in the observation		
Next steps/ How can you extend the child’s learning?		

How to undertake planned, participant and incidental observation's

Observing children in the early years is of central importance in ensuring good high quality provision. Observations take place naturally during everyday activities and interactions. Some observations undertaken may relate to a need to find out about child, resources or spaces in a general way, other observations may be specifically carried out for particular reasons. Overall all adults (staff and parents) should have a shared understanding of, and commitment to, the need for ongoing observations in supporting and promoting children's learning and development.

Types of observations

There are three different types of observations as follows:

- Participant – These are influenced by the adult as the observations made are carried out whilst the adult is teaching the children.
- Incidental- This is a short observation that records significant learning the child has achieved independently
- Planned – these are undertaken by the Key person, who plans to observe the child on a particular day/ time. The observations undertaken are narrative and lasts between 3 and 5 minutes and focus on the child's self-initiated learning.

Each child in the setting should have one planned observation per term.

When making observations, staff need to be non-judgemental or biased in their interpretations. This can be done by recording the child's actual behaviour or responses. By using the characteristics of effective learning prompts this will assist you in writing with reference to how the child learns.