



Observing Children

Why are observations important?

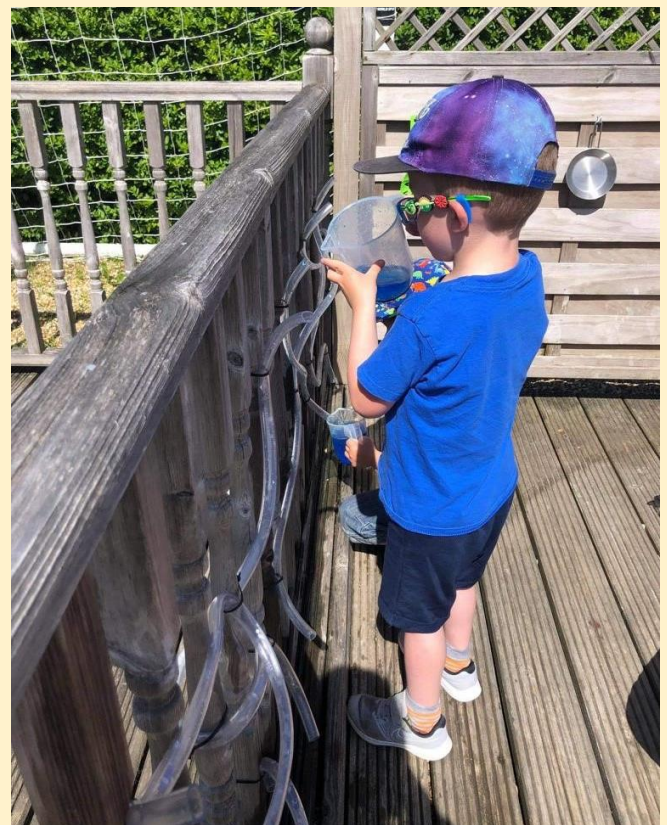
- Educators gain insight by observing children.
- Observations provide information that allow us to be responsive to support their next steps.
- Observations allow us to develop relationships.



When should you record observations?

Record and document:

- what enables you to understand the child as a learner
- what you consider to be significant, Ow and Wow moments





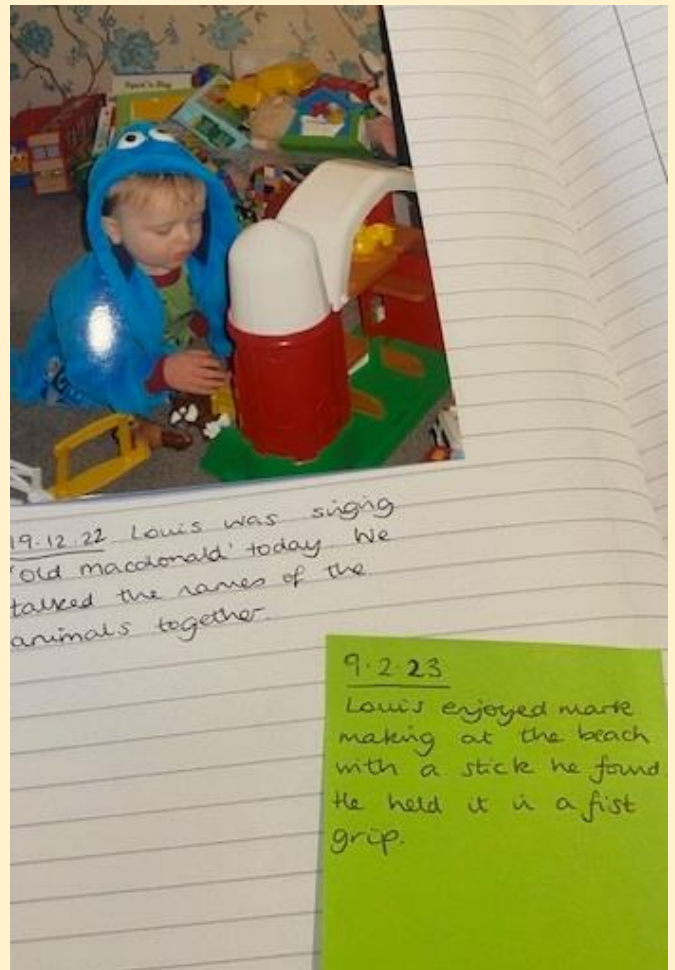
How can observations be recorded?

Observations can be captured in a way that is manageable for you (electronically or otherwise) and can be used to assess the child's development.

From the EYFS Quality Standards for Childminders:

5.41 Childminders must start with observing children in their freely chosen and independent, play, everyday activities and planned activities. Looking and recording what they see and hear if relevant. Evidence can be captured in a variety of ways e.g. written notes, photos, videos or recordings. Observations will provide information about a child's learning, skills and knowledge. It is important to ensure that what is being recorded is significant and meaningful. Notes should be brief and to the point.

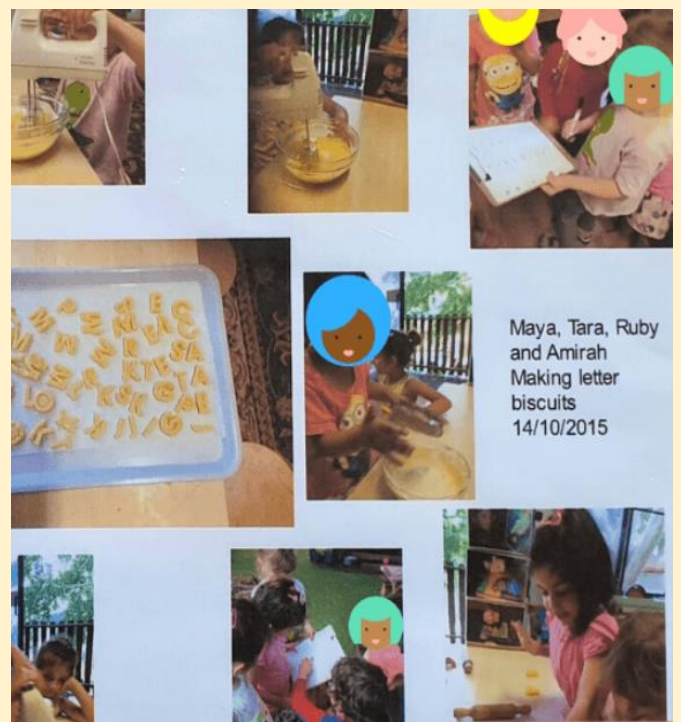
5.42 Childminders should learn what a child can do at home from parents and their contributions to their child's learning and development must also be captured as part of the observation process.



EYFS Observation

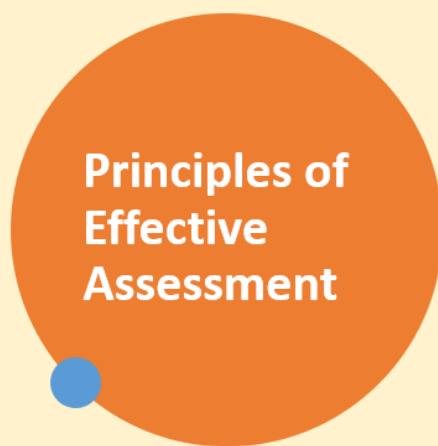
Name: Nicole Date: 03/08/23

Child-initiated		Teacher-led
Individual	Small Group	Large Group
What is happening?		
<p>Nicole was playing in the farmer's market role play. She opened the curtains and shouted 'the farm shop is opening, come with your money!' Nicole was working at the till she scanned the fruit and put them in a plastic bag for Santiago. Santiago passed her his money and she said 'here is your change.'</p>		
Areas of Learning and Development		
Prime Areas		Specific Areas
PSED	C & L PD L M UFW EA & D	
Characteristics of Effective Learning		
Playing & Exploring	Active Learning	Creating & Thinking Critically



Using Observations to Assess and Plan

Assessments should be made using the evidence captured in observations. Progress can be recorded on tracking grids. Focus should always be on the Prime Areas of Learning.



Assessments need to be:

- Accurate and authentic
- Clear and have a purpose to support identifying the child's next steps
- Analysed against typical child development

From the EYFS Quality Standards for Childminders:

5.43 Childminders must record every child's ongoing assessment (sometimes referred to as formative assessment) by considering all evidence collated to gain an accurate understanding of a child's learning, development and progress against the ages and stages learning outcomes (Development Matters, 2012).

5.44 Assessment does not mean excessive paperwork or practitioners spending long periods of time not interacting with the children. Paperwork should be effective, purposeful and succinct.

PSED	Making relationships	Self-confidence and self-awareness	
Birth – 11 months	<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements. <u>e.g.</u> sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to. <u>e.g.</u> following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> • Laughs and gurgles. <u>e.g.</u> shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> • Is comfort • Seeks ph • Calms fro voice. • Shows a i • Reacts er becomes d
8 – 20 months	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • Shows interest in the activities of others and responds differently to children and adults. <u>e.g.</u> may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal. <u>e.g.</u> to get an object out of reach. 	<ul style="list-style-type: none"> • Uses fam • 'emotional • Growing t • Cooperat • Beginning
16 – 26 months	<ul style="list-style-type: none"> • Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments. <u>e.g.</u> ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult. <u>e.g.</u> rolling a ball back and forth. 	<ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual. <u>e.g.</u> wants to do things independently, says "No" to adult. 	<ul style="list-style-type: none"> • Is aware t • looks excit • Growing t • Frustration t • Responds • Begins to things belo
22 – 36 months	<ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. 	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • Seeks coi • Can exprn • Responds • Aware th



Support documents can be accessed on the Childminders Google Drive using the following link:

[Observing Children - Childminders - Google Drive](#)

To access this drive please email: SEYT@gov.gg with your google email address.

Alternatively, you can use this same email to ask for these documents to be sent to you as email attachments.

For further support, please phone The States Early Years Team on (01481) 228313.