

Observation, Assessment and Planning

At Incey Winceys Day Nursery and Preschool each key person has a commitment to keeping detailed and appropriate records on each key child and their development.

From the first day of settling the key person begins writing/recording observations on their key child.

Observation

Observations are written/recorded daily on each child.

There are two types of observation used:

- Written observations
- Photo/Video observations

Written observations are written when a key person sees the child doing something developmentally new, or to record a 'wow' moment, e.g. a funny anecdote, something they say.

The observation should state exactly what the child is doing, without personal opinion, and words or noises the child uses should be recorded using “ ” and recorded exactly, e.g. “brrrum” / “ga la ga la”.

It should include as much detail as appropriate, for example if the child is still using both hands then state which hand has been used, along with the grip.

It should be written in the present tense and **observations should be written at the time of observing**. If it is not appropriate to use the iPads at that moment, staff take written notes and type them up as soon as possible.

The observation should include the following information:

- The date and time of the observation
- The observer's name and child's name
- The area(s) of learning the observation applies to
- The characteristic of effective learning the observation applies to
- The well-being score and the involvement score (Leuven scales)

Observations should also be used to track behavioural patterns and additional observations may be carried out in individual circumstances, e.g. to monitor

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transitions, emotional well-being and additional needs. Notes are taken discreetly and separately to track incidents such as biting to try to ascertain a pattern.

Assessment

Once the observation has been written, the observer uses the EYFS Development Matters on the Tapestry app to assess the child's current stage of development and selects the appropriate age band on the Tapestry system.

Reports are written termly by the key person and involve a written summary of the child's development in each area (under twos mainly in the three prime areas of learning) and the band of learning is recorded. A copy of the report is shared online with parents prior to each parents evening.

Parents evening takes place on the second Wednesday of January, April and September between 6-7pm and each family is given a time slot.

Reports feed into the planning for the child's next steps and Tapestry helps to identify gaps in the learning journal.

Concerns about a child's development may be identified by the key person and in working with the SENDCo they will observe and monitor the child and liaise with the parents to decide a plan of action that is appropriate for the child.

Progress Tracker

The child's developmental age bands are also recorded on the Tapestry progress tracker, and Management monitor the development and provide monthly updates on children who are behind and support as needed. We also filter the information to monitor practitioners, key groups, rooms etc. This allows issues around practitioners' assessments to be identified, eg one member of staff consistently bands children 'too high', or someone only doing creative activities.

The progress tracker is used to identify children with areas of additional needs, and for children with existing additional support it helps to show whether the support is effective.

Planning

The key person uses their observations and assessment to write a next step for

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each key child. The next step should be age and stage appropriate when selected and often is chosen based on the suggestions from Tapestry which identifies areas of strength and weakness for each child, using their previous observations as a guide.

The next step for under twos should relate to one of the three prime areas:

- Personal, social and emotional development
- Communication and language
- Physical development

For children over two the next step could relate to the prime areas above, or to one of the four specific areas:

- Maths
- Literacy
- Expressive arts and design
- Understanding the world

These activities are then written on to the whole room planning and children who have similar next steps may have activities combined or carried out in small groups.

Next steps must be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Timed

The key person must also plan and write accompanying activities that they will carry out to support the achievement of the next steps.

The activities must be carried out as often as necessary and practical and if a next step is completed earlier than a month, a new next step is selected.

The cycle then repeats, as ongoing observations are carried out to assess the child's development and to assess the progress regarding the next step, leading to planning for next month's next steps.

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