

Resource 1: Judgement based assessor obs record: CCPLD

On 4/10/21, I met Gabby to observe her working with children.

I observed you working competently, following health and safety procedure and using procedures effectively when:

- Handwashing
- Using and disposing of PPE
- Using moving and handling equipment
- Completing and checking records and reporting to your supervisor

(UNIT 200 LO5)

Gabby, you demonstrated and explained your knowledge of fire procedures. I observed you making sure a fire exit was not blocked and that children had free flow access from the pre-school room to the conservatory for messy play. You were not prompted to do this and I noted you clearing areas for play access for children and the same free flow to outdoors. You needed no prompting as you cleared play spaces and prepared them for children to be able to work independently. Throughout this, you needed no prompting or reminders from your pre-school leader showing an improvement in your ability to follow procedures for safe working for adults and children.

(UNIT 200 LO2/LO1)

Your practice and communication with children was positive and good to see. You made sure you were at the level of the child for eye contact, that your voice was moderated to the noise level in the room and that you were encouraging each child to respond making sure that you gave them room to listen, to think and to talk back while you listened respectfully. It was pleasing to note how you encouraged child choice of activity through verbal and nonverbal communication. Well done!

(UNIT 202 LO1) (UNIT 204 LO3)

Following snack and when changing children, you:

- used PPE in line with policy
- recorded nappy changes appropriately
- recorded food intake appropriately and noted a change in appetite for one little girl showing a good knowledge of normal intake and routines

You treated each child with dignity at all times and communicated cheerfully and supportively with each child at nappy change. I noticed you altering your method of communication to suit each child's need and that, again, you allowed sufficient time for response. This is a positive change from 2 months ago when nappy changes seemed to be seen as a chore to complete, rather than important time with the child.

Judgement

A good observation showing a growing understanding of your duty to health and safety and the importance of the correct use of PPE during both sessions. You are showing a good understanding of children's needs, a positive approach to completing records accurately (though we need to work a little more on accuracy of writing rather than content - a big step forward) and a much more independent approach to routine tasks and your place in contributing to the team. Your understanding of the balance between child choice and adult led activity is becoming clear and I was pleased to see how well you set up the environment to allow that to happen.

You explained that children liked independent choice and free flow movement and walked me through the actions taken this morning in setting up to allow that to happen. That was really helpful in being able to come to a decision about your understanding of why you do what you do and I learned so much about who you were planning the environment for, as well as what you were planning the environment for.

This was a very positive session today. Very well done. The distance moved in terms of understanding leading your actions and work activity is very good. This has been reported by your supervisor too. Well done the effort you have made is reaping rewards. Keep it up!

Preparation for our next meeting on 15th December:

We will map the things I have observed and we have talked about together to LOs - then use the ac's to identify any bits that need expanding.

1. Reflect on the observation and the feedback in July (about the importance of positive communication and why we don't carry our phones when we are with the children). Think about the work you have done on the stages of child development and make some notes on what you are doing differently now and how you are helping them to develop their language skills, confidence and self-esteem so we can discuss this.
2. Explain the reasons for monitoring nutrition giving examples of two children
3. I noticed good use of incidental Welsh language in your work with children. Please make a few notes on why that is important to children in terms of language development and cultural benefit and we will use this as a basis for discussion at my next visit
4. Please make careful note of the need to write accurately (spelling and use of capitals). I will send a few pointers and would like you to spend some time reviewing your notes in the child/parent books. This will help you 'professionalise' further your notes to parents and records and will be well worth the effort!

I will observe you again on 15/12/21 at 2pm – please have your training folder ready to review, I will be looking at your certificates to see if any need renewing. I would like you to tell me about the courses you have attended, what you learnt from them and which have

been most useful. Also we should look at the best sites to use for research as some are not reliable.

Resource 2: Learner Reflection (2–3-year-old reflection)

(UNIT 300 LO1/2/3) (UNIT 301 LO1/2) (UNIT 305 LO2) (UNIT 310 LO1/2) (UNIT 311 LO2/3) (UNIT 309 LO1/2/4)

Handa's Surprise – I introduced this activity enthusiastically and set the scene by using adjectives such as guess and surprise. The children were invited to join me rather than being expected to participate and this helped with their participation levels. Brunner and Vygotsky suggests that children's creativity and imagination are more fully extended when they are active participants in activities and experiences and so the provision of face masks and a basket, the exploration and cutting up of the fruit and the making of the smoothie were all successfully promoted this. The children showed their enjoyment by attending and concentrating at each stage of the activity; by engaging in discussion and offering their insights and opinions; by the tone and pace of their interactions with me and each other and by using non-verbal communication such as facial expressions and open body language and overall their willingness to participate in the activity until its conclusion. Enjoyment in this age group often manifests itself in excited chatter and exchanges, a keenness to be heard and noticed – each of these was evident during this activity. On reflection the least enjoyable part of the activity was the face making and some children elected to move on at this stage. It was close to snack time and some children struggled to concentrate or simply wished to play elsewhere. For the remaining children the introduction of the smoothie machine provided a secondary stimulus that sustained and reenergised the activity. Although A absented herself from the cutting up aspect, she re-engaged again to make the smoothie.

Similar responses were evident during the outdoor activity. The children's enjoyment was such that 2 of them sought to take control of the activity itself and trusted me to assist them to do this. This implies that the children have achieved a sense of belonging and trust and feel secure in both the setting and with me. Maslow suggests that people are better able to play, relax and enjoy themselves if their psychological and safety needs are fully met.

The children's concentration span was well sustained by the different stages and flow of the activities. Distractions were minor and were connected to instances of turn taking, boundaries and choices. I employed distraction and extension techniques – e.g. A's disappointment at not being an elephant – I pointed out that parrots are colourful; I encouraged the children to explore the properties and textures of the fruit thereby offering opportunity for the development of new schema. Normatively between the ages of 2½ and 5yrs a child's attention and concentration span extends from 2 minutes to 25mins especially if an interested adult is present.

The average 4yr old should be able to manage between 10-15mins if it is an interesting/exciting activity.

During the outdoor activity the children did become mildly distracted by the appearance of a cat however I was able to respond appropriately to, respecting their passing interest and they were quickly back on task.

I always try to interact with the children at their pace and level of interest. Brunner suggests that cognitive development depends on both interaction and self-initiation and that a too formal approach should be avoided:

“self-initiation means allowing the infant or child to be in control of what to do...how to do it and who to do it with...” (S.Smidt: Introducing Brunner 2011: p.39)

This is evident within the free play ethos of the setting and in my day to day practice. Handa's Surprise was intentionally structured however the outdoor activity provided a more flexible environment for the children to express themselves, be creative, to take risks and to problem solve. Self-initiation was evident when the two children asked for the signs, when the cat attracted attention and when A negotiated the plank. I applauded, recognised and rewarded all of these explorations however on reflection I should have been more willing to enter the children's enquiry about the cat.

Throughout the assessment I verbalised and reinforced mathematical concepts such as up/down; over/under; bigger/smaller; little/big; full/empty. I encouraged emotional intelligence by encouraging empathy and sympathy and by labelling feelings – happy/sad; and by using active listening techniques (reflecting back; maintaining eye contact; being at the children's level). My body language was open and welcoming – I smiled and maintained eye contact when welcoming the children into the setting, when inviting them to play with me, when responding to their needs for care and support (A's morning ritual). I spoke with a calm and reassuring tone and used touch when children were distressed (J's separation anxiety and F's sore finger) and mirrored their pitch and intonations when they were excited or enquiring (K's new shoes and E's Birthday party). I used simple and directive language when reminding the children about behaviour and boundaries and was a positive role model when encouraging good manners and respect e.g. please and thank you

My interactions and communication techniques as outlined above served to scaffold language development. This approach builds on the perspectives offered by Chomsky who believed that children were naturally 'programmed' to use and develop language and possessed a LAD (language acquisition device); Skinner believed that positive reinforcement was the key and that the role of the adult was to listen and correct a child's attempts at communication. Brunner however suggests that role of the interested adult was to provide a LASS (Language Acquisition Support System) to scaffold language development during daily routines, rituals and when playing.

I included the children by capitalising on my knowledge of where they are developmentally and by understanding their unique needs. For example as a result of recent training about selective mutism has increased my awareness of this disorder and as a result I know to that I must try to remove any pressure or stress when trying to encourage communication with a child who struggles to communicate. I ensured that I had sufficient resources so that all children participating had equal opportunity to do so and on their terms. I made provision to include A although in the end she was mildly disappointed with the outcome of this intervention (parrot mask rather than elephant); I tried to ensure that I elicited responses at their pace and that the children were assembled in keeping with levels of confidence, ability to hear and understand and in relation to attention spans

We use a band system to help children to take turns and to make best use of all the activities, resources and equipment available. Throughout the day I reminded children to take turns and to employ good listening. My main strategy was proactive in design and was informed by my knowledge of the children's personalities and unique needs. For the most part I used distraction and positive reinforcement (Skinner) to encourage acceptable and respectful behaviour. This is in keeping with our Behaviour Management policy and recommended practice for this age range of children

Level 2 reflection – 3–7-year-olds

Unit 200(LO1/LO2/LO3/LO5) Unit 201 (LO1/LO2) Unit 202 (LO1) Unit 203 (LO1) Unit 206 (LO1/2/3/4) Unit 310 (LO1/2)

Today, my key worker group completed an outdoor activity using recyclable materials we found in our room. I planned the activity to encourage my group to explore and investigate the room to find equipment and resources we could use to build a den in our outdoor environment. I fully explained to my group the activity and what was expected of them. I planned the activity using my nursery planning template, my key worker group have been working towards using space to create new shapes and resources. This is one development area for all children in my group. This activity will allow each child to identify different shapes to build a den together. It will also allow the group to be creative and test out different materials, so the den stands upright. I made sure the outdoor checklist was complete and all children had suitable clothing to go outdoors. The weather was drizzly but not too cold.

When I told the group about the activity, they were very excited and couldn't wait to get started. Child A expressed that they didn't want to get involved and they would rather sit and play an activity on the I pad. I acknowledged the child's request and explained that being outdoors can make us feel better and that we can burn some energy off. Child A became upset and didn't want to join in. I adapted the activity to include Child A, I asked him to investigate different types of dens on the internet using his I pad and show the rest of the group. Child A agreed to come outdoors to

work on this activity. I praised and encouraged Child A for finding different types of dens, After 10 minutes, he started to take part in the activity and used his I pad to suggest some ideas. On reflection, I should have started the activity by using the I pad to look at different ideas and then moved outdoors. But, I didn't want the activity disrupted too much to impact the remaining children of the group.

I allowed the children to take risks and have a go at building the den using different resources. I communicated clearly with group, made sure I used simple language and got down to their level when speaking to them. I always demonstrated good manners and ensured that all children felt safe and happy when completing the activity.

While observing the activity, I identified that some of the group struggled with describing the materials and textures of the resources. They found directing others to build the den challenging at times. I allowed the group to work together freely with prompts from me if needed.

My work colleague also joined in with the activity when the den was nearly constructed. I briefed my colleague and what we were doing and the main aims of the activity. She liked the activity and thought it was a good idea to work towards my goal of developing the sense of shape and weight with materials. She also suggested that balance and coordination is another valuable skill being demonstrated in this activity. I agree, on reflection I could have included this in my activity plan.

After the activity was complete, I ensured that all children went back indoors. They removed their coats and wet suits. All children used the toilet and washed their hands ready for snack time. I was preparing snack for my group today. My nursery promotes healthy eating in all snacks and meals. All snacks and drinks are healthy to promote healthy eating and good snack choices. Today, I made my group crackerbreads with ham and soft cheese. There are no allergies within my group. If any allergies were identified, they would be clearly identified in the child's folder and on display in the nursery kitchen. All key workers know about allergies. I made sure my work area was clean and used a disinfectant spray to wipe down the surfaces before preparing.

Child B became upset during snack time, she wanted comforting and support, she was complaining about a bad ear and didn't feel very well. I spoke to the child who said her ear and side of her face hurt. She explained that she told her mum this morning and that she was given some medicine. The child is normally happy and smiling so this was unusual for her to be upset. I informed my room leader who agreed that we should ring home and inform them. I took the child into the quiet corner, made her comfortable and waited for further instructions from the room leader. On reflection, Child B had been extremely quiet for most of the day. She is normally happy and enjoys being busy. I should have noticed this change in behaviour.

