



OBSERVATION PROCEDURES

In order to create relevant observations, you first must have a working knowledge of child development. Whilst children develop at their own rate, there is a general pattern that they follow. One of the main reasons for observations therefore is to see if children are following this general pattern. Child development is usually separated into four areas: Physical, Cognitive, Language and Social and Emotional.

Throughout the session all staff should take an interest in what children are doing; and listen to what they are saying

When a staff member is carrying out observations, they should wear the white apron; this way other adults in the room are aware that they are busy and will be able to direct children away from them.

Observation Methods

Base line Assessments

When a child first starts playgroup they should have a base line assessment carried out so that their keyworker is aware of curricular areas that can be planned for. All children develop in different areas at different times and children have the opportunity to practice different concepts at home and so they enter playgroup at different stages; it is important therefore that the keyworker is able to assess the level the child has achieved as they enter the group.

Important things to remember

An observation is taken of a single point in time and so it is important not to make judgements based on a single observation,

When a child knows they are being observed they will change their behaviour, either through embarrassment or they may play to their audience.

Chairperson

Date

FERRYFIELD PLAYGROUP, JUNE 2013

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