

TAMSIN'S LITTLE ACORNS

Observation and Intervention Policy

What can I learn from children by observing them at play?

By observing children I can learn what stage of development they're at. I refer to the Development Matters document, which reminds me of the developmental stages. I also refer to the EYFS to ensure all the seven learning and development outcomes are covered. Observations can tell me what the children are interested in and who they are playing with. I can see if the children are enjoying tasks and the length of time they can concentrate and focus on them. I can observe if the child becomes frustrated or needs support during the play.

How do I use Observations?

To Plan for Individual Children's needs – Firstly I assess the child and observe what they can do, then plan the next steps for learning. The EYFS states that I must plan a challenging and enjoyable experience for each child, relevant to their stage of development.

Early Intervention – My observations may show that a child is not progressing in a Prime Area of learning. Interventions can then be put into place to support that area of development. If either myself or a parent have any areas of concern we will discuss these together and come up with a plan of learning.

To review the Environment – I constantly review my environment to ensure the children's learning needs are being met. The EYFS states I have to provide an enabling environment where children are able to learn and resources are available from all cultures and communities.

Transitions – Any event in a child's life, for instance moving home, changing school, a bereavement or a new family member, can be a huge change for them and observing them during this period can be invaluable. I need to support them during these transitions and share information with parents to monitor the child's well-being.

When working in Partnership – Sharing observations with others allows successful partnership working. If I need to share any information I will ask for written consent from parents. Working in partnership means everyone is sharing observations and information to ensure the well-being of the child.

I carry out observations on varied activities and at different times of the day. I will not share any of my observations unless I have written consent from parents or carers. All observations will be stored in a private office and no one other than the parents or carers will have permission to view them. I will record exactly what the child says and does and

not make any subjective comments. I take into consideration each unique child's needs and disabilities and also their cultural backgrounds in order to make my observations reliable. Often I provide photographs of my observations along with written notes to explain and support them.

How does Early Intervention Support Children's Development?

Research has shown that if early assessment identifies any additional needs, they are more likely to make progress quickly and are less likely to experience a development delay. I also carry out a progress check at age 2 which helps to identify if any additional support is required. Babies are born with 25% of their brain developed and by age 3, 80% of the brain is developed. So the first 3 years are crucial for the foundations of early learning.

Early intervention can:

- Identify a developmental delay and the need for any additional support
 - Targeted adult support within the home and early years setting
 - Referral to other professionals
 - Specific Intervention Programme

How can we work with others to plan the next steps in relation to the needs and interests of children?

Working in partnership with parents and other health care professionals enriches our knowledge and ensures that all aspects of the child's personality is shown. I encourage parents and carers to share their observations with us by recording their achievements and any concerns in the child's personal daily diary. Together we can plan the next steps with the help of sharing information and if a child has a particular interest at home I can ensure I provide a similar interest at my setting or develop those interests with different resources.

If we have put an intervention programme in place and instructed another health care professional to support the child, it is important we also reflect on the interventions and observe how effective they are. Are they encouraging your child's development and are we seeing them progress? If a child in my care has a SEND I plan to meet the needs by setting targets and reviewing these regularly, whilst working with health care practitioners and parents. Regular contact and information sharing is essential to ensure the well-being of every unique child and to give them the best possible start in life.

If you have any questions about my Observation Policy please do not hesitate to ask.