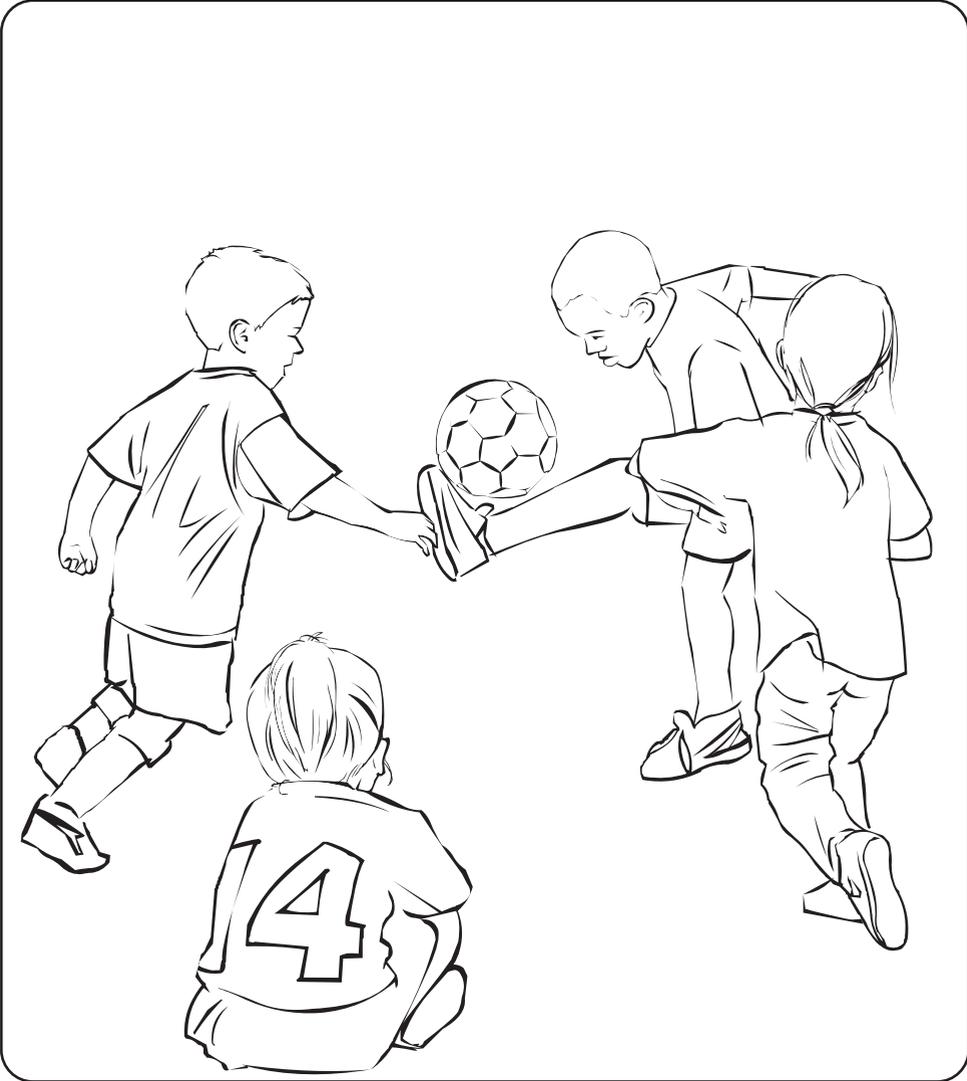


# Observation

## Booklet 5

Conclusions and recommendations



This is Booklet 5 in a series of seven booklets.

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Published August 2005

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## **Introduction – Booklet 5**

### **In this booklet you will find:**

- sections to read;
- activities to complete.

### **As you work through the booklet, you should discuss with your teacher or trainer:**

- your thoughts about the activities;
- new words and terms for your glossary;
- your self-assessment in the **How did I do?** section.

### **By completing this booklet, you will learn:**

- why you need to observe children;
- how to record objective observations.

## Four steps in using the information obtained from your observations

Steps 1 and 2 have been covered in Booklets 4a and 4b.

### Step 3: Conclusions and personal learning

#### Conclusions – Checklist

In your conclusion you should include the following:

- a general comment on the child's development (what they are able to do);
- a clear link between the conclusion and the observation aim;
- an explanation of what you think the reasons are for the child's development and/or behaviours (why they are doing what they are doing);
- list any factors that may have affected this observation:
  - time of day;
  - time constraints;
  - concentration span of the child;
  - staff involvement in the observed activity.

#### Personal learning – Checklist

When you identify the ways in which the observation process has helped your professional understanding and development, you should include the following:

- an overall summary stating what has been observed and learned;
- additional knowledge of the needs and interests of the individual child and how this learning could help you with your work with children;

- additional insight into theories of child development, expert opinion and areas of development;
- the advantages/disadvantages of the chosen method;
- a better understanding of the role of the adult in promoting the child's development;
- a better understanding of the role of parents in relation to the observations;
- any other learning;
- what you can learn from other early years practitioners.

Here are some examples of how learners have identified their personal learning.

### Example 1 Mathematics game

#### Personal learning

I found this maths observation interesting because Liam was over a year younger than Christopher, but he found all the addition and subtraction sums much easier. Liam is at a higher level in the maths work in the classroom than Christopher. The game is a good way to help the children's maths as they like using the money and think of it as a game rather than learning maths. Christopher and Liam worked well together and helped each other out with the sums when they were having difficulties.

## Example 2 Playing shops

### Personal learning

Both Somera and Carina enjoy simple make-believe play, for example, playing at tea parties with teddy bears. They were recently given the toy till and enjoyed playing shops at the moment. They often go out to the shops. Neither of them is very interested in dolls, but two little girls, aged 3 and 4, live next door to them and these girls like playing with dolls. Somera and Carina are quite happy to play dolls with these two friends.

Carina has recently started speaking very well and it is noticeable how much she understands and that she can join in with the make-believe play. I was not really aware that a two-year old could play in this way and use language so well in play. The other day she was walking around with her teddy bear under her arm saying "all wet, all wet." She then laid the teddy down on the side and pretended to change its nappy, while she said, "All right, it's all right teddy".

## Activity 1

### Personal learning

Select an observation that you have carried out in the workplace, in a session or as an activity from an earlier booklet. Now describe your personal learning as an early years practitioner. You should use the checklists on pp. 2–3 as a guide.

Personal learning from observation

## Step 4 – Making recommendations

Through your observation of a child or children you should have identified their learning and achievements in a particular area of development. You will have interpreted what you have observed. Now you can make recommendations, and plan activities and experiences that will encourage further achievements in an aspect of development. Remember never to criticise other adults or staff in the place where you work.

### Checklist

When you make recommendations, you should:

- Identify and state what you observed about the needs of the child.
- Give at least two practical suggestions of how to support the development of the child.
- Explain how the needs of the child could be met and how the child could be supported to move to the next stage of development.
- Identify other professionals who might be consulted and involved with the child's development.
- Explain how you would implement the recommendations. To do this, you need to describe the activity plan or new routine. Include resources and equipment and the roles of staff and other adults.
- Identify where your plan fits into the planning cycle.
- Ensure that your plan is appropriate for the age and stage of the child's development.

## Example of recommendations

Naomi seems to really enjoy the water play. She is very interested in the shells, particularly feeling the different textures of the surfaces. She also enjoys seeing the pebble sink. It would be a good idea to do other activities using shells with Naomi. They could be used for printing or making a collage to further her creative development, as she obviously enjoys looking at and handling them.

## Activity 2a

**Child:** Jordan, 1 year 7 months

**Environment:** day nursery in a small rural town

**Area of development:** communication/finding a voice

Jordan is playing on the floor with his key worker, Alistair. Alistair has hidden the toy car with which Jordan had been playing behind his back. Although Jordan has seen this happen, he makes a face and starts to look for the car. He looks at Alistair and says, "car?" "Come and find it, Jordan. Where's Jordan's car?" asks Alistair. "Jordan, car", he replies, walking towards him and peering at his back. Finding his car, he lets out a squeal. "Car, Jordan", he says, holding it up with a smile.

(Adapted from Sure Start – *Birth to Three Matters*)

**Recommendations:**

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## Activity 2b

**Children:** Carmen, 4 years 5 months; Sara, 4 years 2 months

**Environment:** pre-school class. Activity using computers with counting activities. Egg timer to be used to prompt children to take turns on the computer

**Area of learning and development:** knowledge and understanding of the world, mathematical development and personal and social development

Carmen starts by saying, "You go first." Sara says, "No, you can go first." Carmen uses the mouse with skill to select options. She draws a single figure then increases it to four images, saying to Sara, "Go on, count them." Sara counts accurately to four, then to 16 when Carmen increases the number of images again.

Carmen says, "Let's make lots more" and increases the number of images to 64. Sara starts counting each image. When she gets to 14, she begins to count lines as units (up to 22). Carmen joins with the counting. When it is Sara's turn to draw the picture, she asks Carmen how. Carmen replies, "You press that and it will get the painter up for you."

(Adapted from Sure Start – *Foundation Stage Profile Handbook*)

**Recommendations:**

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### Activity 3

**Complete the following:**

Conclusions should include:

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Recommendations should identify:

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### Activity 4

**Glossary (words and terms to remember).**

Continue building your own glossary of terms that are new to you or that you have to come to understand in a new way.

Interpretation \_\_\_\_\_

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Evaluation \_\_\_\_\_

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Conclusion \_\_\_\_\_

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Personal learning \_\_\_\_\_

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Recommendations \_\_\_\_\_

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## Activity 5

### Learner evaluation

#### How did I do?

**Well done! You have now completed Booklet 5.**

Now spend a few minutes thinking about how you did and answer the questions below. Try to give examples when you make a comment. Then discuss your responses with your teacher or trainer.

What have I learnt so far?

What areas do I need to concentrate on?

What help do I need? Where will I get this help?

When will I take action on this?

What skills do I need to practise and develop in the workplace?