**Children’s centre session observation**



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| **Children’s Centre:** | **Date:** |
| **Name of observer(s):** | **Name of practitioner(s)** |
| **Session name:** | **Session focus:** |
| **Location of session:** | **Length of session:** |
| **No. of children:** | **Age range:** |
| **No. of parents/carers:** | **Staff: child ratio** |

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| **Elements of effective practice** | **Comments** |
| **Promotion of Home Learning**   * How can resources and activities be replicated at home? * How do practitioners support parents with other ideas/suggestions/activities to try at home? * Encourage parents to use everyday activities and routines as opportunities for learning eg bedtime stories to build a love/interest in books and stories * Do practitioners listen to what children do at home and use this information to inform practice? * How do practitioners use information from parents to inform planning and assessment? |  |
| **Parental engagement**   * Do practitioners pro-actively engage parents in their children’s learning? |  |
| **Learning environment**   * Are resources and activities of high quality and developmentally appropriate? * Is children’s learning visible? * Does the environment promote the characteristics of learning? * Are the interests of the child evident? * Are opportunities to extend and challenge learning evident? * Do practitioners use and promote the language of learning? |  |
| **Planning and assessment**   * Do practitioners listen to and take into account the voice/interests/needs of the child to inform planning? * Do practitioners listen to and take into account the voice of the parent to inform planning? * Do practitioners take into account and build upon prior assessments and evaluations from previous sessions to develop planning? * Do practitioners use parental comments from previous sessions to inform planning? * What opportunities do children have to reflect on their own learning? * How is children’s learning consolidated? * Are practitioners helping parents understand their child’s learning and progress? |  |
| **Practitioner/child interactions**   * Practitioners model effective teaching and learning through the use of language and open ended questions * Practitioners use sensitivity when deciding to interact * Ensure sustained time to develop child initiated activities |  |
| **Evaluations**   * How do practitioners evaluate the session to plan and improve future delivery? |  |
| **Practitioner/session key strengths** |  |
| **Areas for development and possible next steps** |  |

Date of feedback:

Signed: