**Observation of staff practice**

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|  | **Record observation.**  Describe actions/words/facial expression/ interventions/ impact on the child’s learning? (use sensory language) | **What did you notice** that indicated the practitioner did any of the following (Ofsted handbook) and how well? | **Evaluate and reflect:**  What was effective about what the practitioner did? What was the impact on the child’s wellbeing and learning? What might be done differently or how can good practice be shared? |
| **Adults names:**  Observer:  Observed:  Date: |  | * engage in dialogue with children * watch, listen and respond to children * model language well * encourage children to express their thoughts and use new words * support independence and confidence * encourage children to speculate and test ideas through trial and error * enable children to explore and solve problems * behave as an excellent role model for children to copy * support children to recognise and respond to their own physical needs * attend to children’s personal needs * deal with children’s care arrangements, including intimate care, the levels of privacy afforded to children, and supervision arrangements when undertaking personal hygiene tasks |  |

*‘Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.’* **EY Inspection Handbook page 35**