
Overview

This standard identifies the requirements for observing and supporting children's progress within relevant early years frameworks. It includes working with families, children, and others to plan meaningful observations and assessments that inform practice. It also involves co-creating engaging learning spaces and experiences with children and families. The approach should align with the values and ethos of the workplace and be consistent with the frameworks within your home nation.

Performance criteria

You must be able to:

1. select relevant information from early years frameworks to guide and inform observations and assessments
2. work in partnership with others to plan appropriate observations and assessments
3. create emotionally safe and nurturing environments where families feel comfortable discussing the learning and development of children
4. use child-centred and play-based approaches when planning observations
5. involve children in shaping their learning journey by valuing their voices and making observations an integral and enjoyable part of their experiences
6. plan observations that are flexible and responsive to the evolving interests, curiosity, and interactions of children
7. carry out observations which provide a holistic view of the learning journeys, interactions, and emotional wellbeing of children
8. ensure that observations and assessment practices reflect the ethos, values, and pedagogical principles of the workplace
9. use everyday routines and play experiences as opportunities for observations
10. ensure that observations promote diversity, inclusion, equitable and anti-discriminatory practice
11. access resources to support reflective observations
12. share and reflect on observations with children and families
13. use strengths-based approaches to encourage families to share feedback on the development of children
14. adapt approaches and strategies based on reflections with families and others
15. recognise and celebrate the achievements of children, supporting them in their next steps with sensitivity and encouragement
16. ensure formative and summative assessments shape planning, responding to the emerging interests, preferences and needs of children
17. identify when children require additional support and seek appropriate interventions
18. complete records and reports required for observing and supporting children's progress in line with early years frameworks
19. reflect on how you carried out your roles and responsibilities when observing and supporting children's progress in line with early years frameworks

Knowledge and understanding

You need to know and understand:

1. the importance of routines and transitions in providing continuity and security for children
2. social, physical and economic factors which impact the development of children
3. the influence of neurodivergence and additional needs on the development of children
4. the impact of attachment, relationships and wellbeing on the ability of children to engage in learning
5. the purpose of early years curriculum frameworks in supporting the holistic learning and development of children
6. the role of observations in planning cycles
7. methods of observation and recording children in the workplace
8. child-centred and play-based approaches to support observations and assessments
9. how to use observations as reflective tools to inform planning and create meaningful, engaging learning experiences
10. how to apply trauma informed principles when observing and assessing children
11. how to support emotional regulation during observation and assessment
12. the importance of cyclical and responsive planning approaches that builds on the experiences and evolving interests of children
13. the expectations of regulatory bodies and inspectorates in relation to curriculum planning and implementation
14. ethical considerations and safeguards involved in observing children, including the importance of sensitivity and objectivity
15. the influence of culture and background on how you plan for observation and assessment
16. the importance of dignity, kindness, and compassion in observing and assessing
17. strategies for capturing the voices of children
18. how to use assessment, records and reports effectively to track learning and inform next steps
19. how to share observations and assessments internally and externally in accordance with confidentiality and digital safety

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20. theories relevant to observing and supporting children's progress in line with early years frameworks
 21. the relevant legal requirements, standards of practice, frameworks and guidance for observing and supporting children's progress in line with early years frameworks
 22. the workplace requirements for equality, diversity, inclusion, and rights when observing and supporting children's progress in line with early years frameworks
 23. how your personal experiences and unconscious bias may impact when observing and supporting children's progress in line with early years frameworks, and how to address this
 24. the role of supervision, reflective practice and learning and development in observing and supporting children's progress in line with early years frameworks

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Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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