

Think about

Observation with questioning

Level 2 ST0888 Early Years

Practitioner v1.1



On the day of this assessment you will carry out:



A 50-minute observation followed by 30-minutes of questioning



Face-to-face



In your natural working environment



With an end-point assessor



**Key point**

Your end-point assessor will have reviewed any relevant organisational policies and procedures prior to your observation.



## Do

- Review the criteria associated with the observation with questioning - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to answer at least 5 questions and any follow-up questions that your assessor may ask



## Don't

- Forget to bring your ID
- Forget to plan



## Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



## Resits

- If you do not achieve a pass result on the observation with questioning, you can resit the assessment



## Use the table below to plan and prepare for the observation with questioning

**(P)** indicates pass criteria

Assessment criteria	Key points to remember
<b>Health and safety</b>	
<b>(P)</b> Within own role demonstrate safe use of equipment and materials after identifying possible risks and hazards, recording and reporting them in line with guidance. (K8, K9, K10, S3, S5)	
<b>(P)</b> Apply prevention and control measures techniques when disposing of waste correctly. (K32, S4)	
<b>Well-being and child development</b>	
<b>(P)</b> Demonstrate professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others. (K30, S6, B3, B6)	



<b>Communication</b>	
<b>(P)</b> Apply appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children's understanding, development and learning, by encouraging them to use a range of communication methods. (K15, S9, S10, S11)	
<b>(P)</b> Demonstrate honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods. (S12, B2)	
<b>Support the planning and delivery of activities, purposeful play opportunities and educational programmes</b>	
<b>(P)</b> Demonstrate the use of enabling environments indoor or outdoor when supporting learning, via activities that support children's play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner. (K17, S14, S16, S17, B1)	
<b>(P)</b> Work with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes. (K18, S13, B5)	



## Support children with special educational needs and disabilities

**(P)** Demonstrate awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements. (K22, S20)

V1.0

