

Think about Observation with questioning Level 3 ST0135 Early Years Educator V1.3



On the day of this assessment you will carry out:



A 50-minute observation
A 30-minute questioning session



Face-to-face



In the workplace



With an end-point assessor



Key point

You will submit your teaching information pack 5 days before the observation to provide context for the assessor on what activities will take place on the day.



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 legislation, regulations, codes of conduct and your organisation's policies and procedures
- ☐ Ensure a quiet room is available and that there are no interruptions for your questioning session
- ☐ 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 you can resit the assessment



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

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Risk management	
(P) Teach children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)	
(P) Balance risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documented correctly. (K5, S3)	

Assessment criteria	Key points to remember
Key person and attachment	
(P) Cultivate empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensure support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5)	
(P) Provide sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9)	
(P) Apply strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)	
(D) Adapt strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)	

Assessment criteria	Key points to remember
Learning and development	
(P) Facilitate and promote children's interpersonal communication in social interaction and relationships. (K15, S11)	
(P) Plan and deliver creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)	
(P) Provide adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)	
(D) Respond to the needs of the child in the moment to adapt delivery, and justify the approach you take to meet the child's needs. (S18, S19, S20)	

Assessment criteria	Key points to remember
Environments	
(P) Create physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluate these environments in practice. (K17, K18, K20, S14, S15)	
(P) Create a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)	
(D) Justify choices in the creation of learning environments and how you meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)	