

Think about Observation with questions Level 5 ST0551 Early Years Lead Practitioner v1.0



On the day of this assessment you will carry out:



A 60-minute observation with 30 minutes of questions (+10%)



Face-to-face



In an early years setting working with children



With an end-point assessor



Key point

You will have submitted a session plan and relevant risk assessments at least 1 hour before the start of the observation. The session plan is not marked but may be used as a basis for questions at the end of the observation.



Do

- ☐ Review the criteria associated with the observation with questions – this can be found in the EPA kit
- ☐ Ensure that you cover the following activities during the observation:
 - ☐ interacting with a group of children through an opportunity or experience for learning based on the session plan
 - ☐ leading/supervising colleagues
 - ☐ communicating with parents/carers/guardians of the children under their supervision
- ☐ Be prepared to answer a minimum of 7 questions and any other follow-up questions relating to the observation



Don't

- ☐ Forget to plan
- ☐ Forget to bring your ID
- ☐ Forget to obtain the permission of parents or guardians of all children who will be present for the observation



Next steps

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



Resits

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



Use the table below to plan and prepare for the observation with questions.

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
The unique child	
(P) Advocate to ensure the child's voice is always heard, respected and acted upon in their best interest, demonstrate a clear understanding of an inclusive and ethical approach to practice which is responsive and respectful to the individual child and take account of the social and cultural context. Demonstrate how you continuously evaluate the quality of the childcare environment. (K1, S2, S24)	

Assessment criteria	Key points to remember
(P) Demonstrate respectful and nurturing care through current and contemporary schools of thought when planning and undertaking theoretically sound physical routines for individual children. Act in a way that is person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities. (K4, S17, B3)	
(P) Respond to a child's individual needs and circumstances, through planning that reflects the child's need for consistent care as well as being able to adapt to the child's and families' needs during change, including transitions. Respond to a child's needs by being consistent in the planning and provision needed for their individual care and development. (K14, S4)	
(P) Demonstrate communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)	
(D) Demonstrate how your practice challenges both explicit and implicit discrimination, and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world. (K1, S2, S24)	

Assessment criteria	Key points to remember
(D) Critically evaluate all systems including transitions and develop processes, accounting for all children's and families' needs. (K14, S4)	
(D) Evaluate your own approach to challenging issues and how undertaking difficult conversations may impact the outcome. (S23)	
Learning and development	
(P) Apply a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S7)	

Assessment criteria	Key points to remember
(P) Demonstrate how you observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum. (S3)	
(P) Co-ordinate an exciting, and enabling environment providing a wide range of fun, playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness and curiosity to enable problem solving, with individual and groups of children. (S5, B7)	
(P) Demonstrate animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering your practice to engage in authentic and quality interactions with the child or children. (S6, B4, B8)	
(P) Demonstrate how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions. (S8)	

Assessment criteria	Key points to remember
(D) Apply and justify your approach to using frameworks, theory and strategies to both ongoing assessment systems and within daily playful interactions with individual children. (S3, S7)	
(D) Lead and model practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S5, S6)	
(D) Critically appraise how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)	

Assessment criteria	Key points to remember
Leaderful practice	
(P) Demonstrate a leaderful approach within practice influenced by current theoretical perspectives and approaches. Inspire, motivate and coach colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice. (K17, S22, B2)	
(P) Deploy staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Act as a positive and proactive member of the team, exercising assertiveness and diplomacy. (S10, B5)	
(P) Co-ordinate an effective and robust key person system to support children's development. (S14)	

Assessment criteria	Key points to remember
(P) Demonstrate current and contemporary influences on your pedagogical approach and practice. (S15)	
(P) Implement health and safety practices in line with your own responsibilities and in accordance with policies and procedures including leading, modelling, and evaluating within practice. (S20)	
(D) Evaluate the impact of theory surrounding your leadership and the impact your leaderful practice has on the practice of others. (K17, S22)	
(D) Justify the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Take responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10, S14, B2)	

Assessment criteria	Key points to remember
(D) Demonstrate a clearly defined pedagogical approach, justify and evaluate the influences on your approach and understanding. (S15)	
(D) Demonstrate a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and your own practice, including contributing to the development and dissemination of procedures. (S20)	