



## Observation

<b>Description</b>	Much can be learnt and interpreted as children and young people play and participate in activity. Responses to situations, challenges and everyday activity can provide information.
<b>Age Range</b>	0+
<b>Time</b>	Build in observational time when planning
<b>Cost</b>	May need additional staff to supervise as well as observe and record.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>- See first how child/young person responds to situations</li> <li>- Play is a none threatening environment</li> <li>- Can provide information relating to individuals or how interaction takes place in a group situation</li> <li>- Can interject to clarify with those participating</li> <li>- Good for groups/individuals who have limited communication skills</li> <li>- Provides real feedback about how children/ young people use services and facilities</li> </ul>
<b>Drawbacks</b>	<ul style="list-style-type: none"> <li>- Will depend on how the individual is feeling or responding on a particular occasion, therefore need to observe over a period of time</li> <li>- Need to think about recording your findings against what you want to find out in the first place</li> <li>- You may need to check your interpretation of observation back with children and young people</li> </ul>
<b>Contacts</b>	<ul style="list-style-type: none"> <li>- Early Years and Extended Schools Service – Development Team – 554592</li> <li>- Play Team - 554699</li> </ul>
<b>Example</b>	In developing service provision at the new children's centres staff observed which activities young children choose, and also which foods they ate, this information has been fed in to the programme, e.g. there is always a choice of 2 healthy drinks available as they noticed that children responded well to being able to choose.