

# **An adaptation to completing the Longitudinal Study**

**Contained within the following Qualifications:**

**NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) 601/2629/2**

**NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) 601/2147/6**

**NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) 601/8438/3**

## Introduction

### **Unit 3.15 Use longitudinal studies to observe, assess and plan for children's needs**

This unit may be difficult for learners to achieve due to limited placement or models of placement attendance due to COVID 19 restrictions. With that in mind an adaptation to completing the longitudinal study has been developed.

Four observations have been externally set and learners may use these observations to complete their evaluation. Skills of observation will already have been assessed as part of these qualifications, and it is the evaluation required within Unit 3.15 that is assessed on this occasion. Learners are still required to complete the individual evaluations in line with the requirements of assessment.

This adaptation should only be used where placement has been interrupted and the collation of observations as part of the longitudinal study have not been possible. Each learner must have knowledge, understanding and skills of the observation cycle when working with babies and young children in line with the current statutory early years framework and provide evidence of this as part of previous assessment for Unit 3.14 in order to meet the Early Years Educator criteria.

## An adaptation to completing Unit 3.15 Use longitudinal studies to observe, assess and plan for children's needs

### Advice to learners

Four observations have been prepared, please read through each of these observations and use the mark scheme to help you reflect and evaluate.

S lives with his mum and dad and older sibling. S is cared for by his grandad on the days that he does not attend nursery.

S attends a private day nursery. The nursery is well resourced with a diverse range of equipment to enable children opportunities to explore effective learning experiences in line with the areas of the Early Years Statutory Framework both indoors and outdoors.

The nursery operates a key person system and observations are used to value individual children allowing staff to promote child centred planning to reflect their interests and needs.

## **Area of development: Physical**

### **Observation 1**

#### **Narrative**

S is 15 months old and he attends nursery three days per week.

S is sitting on the floor. He is sitting upright with both legs stretched straight out in front of him. His key person, (KP) is kneeling close by. KP has introduced block play, and hands one of the wooden cubes to S. S reaches out to the KP who hands him another brick, chatting to him about the colour, shape and smiles as S starts to bang these together. KP put her hands over her ears, pulls a face, S laughs, and concentrates on the bricks (watches KP closely). KP gets up to greet another child that has just come in to the room. S throws down the blocks, picks one up using a pincer grasp and then releases this. S pushes himself from the floor from a sitting to a standing position and walks cautiously to KP. KP smiles down to S and takes his hand whilst talking to a parent.

## **Area of development: Physical**

### **Observation 2**

**Snapshot** (every 15 minutes for a couple of minutes for the period of one hour)

S is 15 months and 2 weeks, he attends nursery three days per week.

**10.15am** S is in the sandpit outside. He has pulled his sun hat off and starts to get agitated, rubbing his eyes and waving his arms around. Staff member approaches and picks S up who has started to cry. Staff member carries S to the bathroom area and stands by him washing his hands and bathing his face. S slowly settles. S follows the staff member to an activity area; S sits with the staff member and is occupied with a tray jigsaw puzzle. S picks up and places the pieces using pincer grasp.

**10.30am** S is sitting at the table with three other children. S's key person (KP) is offering snacks, (raisins, carrot sticks, cucumber batons and toast fingers.) S reaches forward for the toast fingers and carefully picks a finger. S drinks from a beaker, one third full with both hands clasping the outside of the cup. He manages to drink but his T shirt gets very wet as he tips the beaker high. S enjoys picking raisins from his dish and takes a bite from the carrot stick, he shows no interest in the cucumber. S's KP looks at S and says 'oh oh look at your T shirt,' S laughs and the key person laughs too.

**10.45am** S is being changed in the bathroom area. He lies still during his nappy change and listens intently to his key person (KP) chatting about what S might want to play with next. S raises his arms on request and wriggles cooperatively as the KP changes S's top and vest.

**11.00am** S is lying on a large cushion and humming to himself. He sits up when he sees the sensory basket activity in the corner of the room. S rolls onto his side from the cushion and pushes himself to a standing position. S walks over to the sensory basket and still standing peers inside, he takes out a wooden spoon and some threaded cotton reels. S puts the cotton reels over his neck, (wearing like a necklace), and bangs the basket with the wooden spoon. Another child is playing nearby with some large pine cones and S approaches to knock the cone with the wooden spoon.

**Area of development: Physical**

**Observation 3**

**Checklist**

S is 16 months and one week to 16 months three weeks old. The checklist was completed over a two-week period and includes normative stages of development from 15-18 months of age, (Tassoni, P., 2014).

Age	Developmental stage	
<b>15 months</b>	Fine motor movements involving co-ordination  Seen when S selects small items such as food, blocks which he places with control	Gross motor movements involving co-ordination May fall and bump into furniture  Seen when walking around the play area, supporting dressing and undressing
	Can reach out and pick up small objects easily  Seen when placing the jigsaw puzzles	Walking with hesitations  Walks with some hesitation and if distracted may bump into things or fall over
		Crawls up stairs Not seen
<b>18 months</b>	Can use a spoon  Grips spoon in a fist like grasp but uses independently. Prefers to use fingers	Walks unaided and is starting to run Walks well and independently but does not run, although when pushing a trolley will increase movement so as not to fall
	Enjoys scribbling S will hold chunky crayon and make marks when encouraged	Walks upstairs with help (two feet to a stair) Enjoys climbing S climbs the small slide in this way, but relies on staff member to guide him rather than holding the side of the slide
	Can build a tower of 2-3 bricks when shown how S can place large block on top of another when encouraged	Climbs up onto a sit and ride toy S attempts this but often falls to the side as his weight shifts, he can do this with the support of a staff member
		Squats to pick up a toy Seen at various times throughout the day, but S tends to hold onto something to steady himself

**Area of development: Physical**

**Observation 4**

**Post it observation: snapshot at specific times**

S is 17 months and one week of age

1. S cries **when mum drops him off** but is comforted immediately by his key person. S plays with Playdo in creative area. Uses rolling pin and cutters in a clumsy manner but handles the tools well.
2. S falls over a large football in **outdoor area**. He immediately gets up and tries to kick the ball, he falls over the ball a few times as he attempts this but is not upset.
3. Snuggles into staff member's lap as **settles for an afternoon rest**, S hums quietly and reaches up for the staff member's ear.
4. S rolls a beach ball to **adult and another child** and claps as his name is called to receive or roll the ball.

## Mark scheme

Evaluation	Mark scheme	Assessor	IQA
<b>Introduce the Longitudinal Study and identify the benefits of observing in this way.</b>	Detailed information is given to identify the benefits of observing in this way		
<b>The evaluation of the child's stage of development, interest/s and needs has been included.</b>	The child's stage of development is described, explained and evaluated. The child's interest/s are identified and evaluated. The needs of the child are identified and evaluated.		
<b>Analyses the role of longitudinal studies when supporting babies and young children in an early years setting.</b>	Benefits of longitudinal studies are analysed in the context of early years.		
<b>The evaluation includes information concerning the choice of assessment methods.</b>	Each assessment method selected is evaluated by including information about the advantages and disadvantages of each method in relation to the usefulness of the information collated as part of the Longitudinal Study.		
<b>The evaluation includes information with regard to the appropriate current framework against which the child is being assessed.</b>	An evaluation of the information provided in the Longitudinal Study about the child's stage and needs is included in relation to current frameworks.		
<b>The evaluation includes information with regard to theoretical perspectives.</b>	Theoretical perspectives are identified, described and evaluated. The Longitudinal Study applies theory appropriately within the evaluation		
<b>The evaluation includes information surrounding partnership working.</b>	The Longitudinal Study is evaluated in relation to partnership working: <ul style="list-style-type: none"> <li>• others involved in the care and education of the child at the focus of the Longitudinal Study are identified</li> <li>• the benefits of partnership working with those identified are explained and evaluated</li> <li>• potential barriers to partnership working with those identified are explained and evaluated.</li> </ul>		

Evaluation	Mark scheme	Assessor	IQA
<p><b>The evaluation includes information surrounding holistic development.</b></p>	<p>The child's needs are described and evaluated with regard to holistic development:</p> <ul style="list-style-type: none"> <li>• areas of development that were not chosen as the main focus for the Longitudinal Study are identified and explained in relation to the stage of development for the child, the interest/s of the child and the needs of the child.</li> </ul>		
<p><b>The evaluation reflects on how an enabling early years environment can meet the needs of the child observed.</b></p>	<p>The environment is evaluated with regard to:</p> <ul style="list-style-type: none"> <li>• the physical environment (the resources for learning and development through play are identified with a description of how they will meet the stage of development, interest/s and needs of the child).</li> <li>• the social, cultural and personal environment and how this meets the stage of development, interest/s and needs of the child.</li> </ul>		
<p><b>The evaluation considers the benefits of the Longitudinal Study for:</b></p> <ul style="list-style-type: none"> <li>• the child</li> <li>• Early Years practitioner</li> <li>• others.</li> </ul>	<ul style="list-style-type: none"> <li>• Advantages as well as any gaps in the information provided by the Longitudinal Study are identified and evaluated in relation to the benefits for: <ul style="list-style-type: none"> <li>– the child</li> <li>– the Early Years practitioner</li> <li>– others involved in the care and education of the child who is the focus of the Longitudinal Study.</li> </ul> </li> </ul>		

**Learner declaration of authenticity: Unit 3.15 Use longitudinal studies to observe, assess and plan for children's needs**

I declare that the work presented for this unit is entirely my own work.

Learner name:

Learner signature:

Date:

Unit 3.15 Use longitudinal studies to observe, assess and plan for children's needs: Feedback Record

Learner Name		
PIN		
Site / Centre no.		
Assessor Name: Signature:	Date:	
Internal Quality Assurance (if sampled) Name: Signature:	Date:	
Feedback to learner:		
<b>Assessor name:</b> <b>Assessor Signature:</b>  <b>Date:</b>  <b>Pass / Refer</b> (Please Circle)		