

# Promoting childrens and young persons development

[Science](#)



**ASSIGN  
BUSTER**

## CU1520 — Promote Child and Young Person Development Element 201 1. 1

When assessing and observing a child's development at my setting there are many factors that I need to take into account. These include: -

Confidentiality. I must ensure I get permission from parents or careers before I observe their child. I must ensure that observations are not left on the sides in the rooms to others can read them. They are stored carefully in their child's trays that only staff and that child's parents can look in. When discussing observations I must only do so with colleagues and professionals that have the right to know. - Children's wishes and feelings. I must ensure that it is an appropriate time to be observing a child. E. g. when a child is first settling into my setting observations are usually put on hold until they feel comfortable, happy and confident in themselves. I must also ensure that I am using appropriate language when writing the observations up. - Ethnic, Linguistic and Cultural background. It is important that I assess children's development reliably. Sometimes behaviour or skills can be dependent on cultural, ethnic or linguistic backgrounds. E. g. a child that speaks English as a second language may not understand some words used during stories and conversations. - Disability or Specific Requirements. Disabilities or particular needs have to be taken into account when observing and assessing development. E. g. A child in my setting has recently been diagnosed with autism, when observing and communicating with him I must use short sentences, one word instructions and flash cards so he can further understand what I am asking. -Reliability of information. Making sure that I am observing development with accuracy is important. It could affect and hinder a child's development if inaccurate observations are made and an

adult leads to underestimating a child's potential. The information I gather must be reliable and accurate. - Avoiding Bias. It is important that when observing a child I must make sure that I record all information and observations carefully adding as much information for every child as possible. In our setting we ensure that whenever we carry out an activity all children are involved and we record observations for other children than just our key children encase someone may notice other elements about the child that someone else may have missed. - Open and closed recording methods. Some recording methods are more open to bias than others. I must ensure that I use both open and closed recording methods when observing children in my setting so as children do not get overlooked by accident. I should also consider the thoughts of others including parents and my colleauges. 1. 3 In my setting I use different observation methods to observe the development of my key children. \* Assessment Framework. Each of my key children has a ' Learning Journey' this includes the Early Years Foundation Stage framework in which I can tick and date off when a child achieves the criteria set out. By observing my key children on different areas of development I can link what I see to this framework and attach evidence including quotes, photos and artwork. \* Observation. By watching and my key children I can assess and observe their development. Sometimes the observations are spontaneous and do not involve me interacting with the children and sometimes they are planned observations and they include me participating in the interaction. \* Information from parents. A observation sheet is sent home with parents once a week so mothers, fathers and careers have an opportunity to write down an observation they see at home and what they would like to see

develop from this observation. This is then marked off against the early year's foundation stage framework and added into their learning journeys.

Element 202 2. 3 Person-centred and inclusive approach. When planning in my setting we ensure that the planning subject that we are working from is always child initiated. E. g. a child noted a ladybird in the garden, they said " Look, that ladybird has spots on it, it can fly" from this sentence I completed a planning sheet with different activities centred around the ladybird covering as many areas of development as I could, including painting ladybirds, talking about features of ladybirds and role-play being lady birds. I ensure that all children that wanted to be involved could take part in the activities. This planning subject carried on until the children's interests had moved on. By following the Child-centred planning approach I am ensuring that I am taking into consideration what is best for the child as well as what the child's interests are keeping them engaged and involving them.