



T Level Technical Qualification in Education and Early Years (Level 3) QN: 610/5748/4

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 3 Part 2 – Insert

This insert contains practitioner observation data collected for Louis. It is for use with the additional sample materials.

Observation 1

Name of child	Louis
Date of observation	24 May
Age of child (in years and months)	3 years 11 months
Areas of learning	Personal, social and emotional development (PSED)
Place of observation	Garden of pre-school
Time of observation	9.45-10.30am

Aim of the observation

To observe Louis (L) building and completing an obstacle course with other children in the garden, focusing on how he co-operates, takes turns, manages his feelings and responds to boys and girls during group play using the child tracker observation method. I will follow Louis continuously for 30 minutes and record only observable actions, words and responses in time order.

Introduction

To observe Louis (L) build and complete an obstacle course in the garden using a range of resources and working with other children. L has an older sister who he is very close with but struggles playing with other girls. To observe L's interaction between different children.

09:45 – Louis walks to the outdoor storage area, picks up a hoop and carries it to the grass. He says to two boys, 'Put this here.'

09:48 – Louis places two stepping stones in a line. He looks at the other children, then moves a crate closer to the stones.

09:51 – A girl brings a plank towards the crate. Louis stops, watches her and steps back. He does not move the plank away.

09:54 – Louis puts one foot on the crate, steps onto the plank and walks across with his arms out. He smiles and says, 'I did it.'

09:57 – Another child starts to climb onto the crate. Louis waits beside the hoop until the child has finished, then takes his turn.

10:00 – The plank slips from the crate. Louis frowns, looks at the plank, then lifts one end with another child and puts it back.

10:03 – Louis says, 'Come this way,' and goes through the obstacle course again. Two children follow behind him.

10:06 – Louis stands next to a girl at the start of the course. He watches while she steps over the hoop, then goes after her.

10:09 – Louis moves a stepping stone closer to the plank. He looks at the children nearby and nods when one boy says, 'That's better.'

10:12 – Louis completes the course again, laughs and claps once. He remains with the group.

10:15 – End of child tracker. Louis is still engaged in the shared activity and remains close to the other children.

Please turn over for Observation 2.

Observation 2

Name of child	Louis
Date of observation	24 May
Age of child (in years and months)	3 years 11 months
Areas of learning	Personal, social and emotional development (PSED)
Place of observation	Garden of pre-school
Time of observation	9.45-10.30am

Aim of the observation
To observe Louis (L) during a second 30-minute period of obstacle course play, using a checklist to identify evidence of PSED, especially cooperation, confidence, turn-taking, emotional regulation and interaction with a range of peers. The observer used pre-selected PSED criteria and marked whether each behaviour was seen during the 30-minute observation.

Introduction
To observe Louis (L) build and complete an obstacle course in the garden using a range of resources and working with other children. L has an older sister who he is very close with but struggles playing with other girls. To observe L's interaction between different children. For ease I have made a legend whereby a tick means on track, a tick / X means partially met and an X is not met.

Checklist criteria	Activity	Comment
Joins in with a shared activity	✓	Louis (L) stayed with the obstacle course group for the full observation.
Play with one or more other children	✓	L built and completed the course with peers nearby.
Takes turns	✓	L waited while another child used the equipment before taking his own turn.
Co-operates with others	✓	L helped reposition resources and followed the shared play.

Accepts ideas or contributions from peers	✓	L allowed another child to add equipment to the course.
Sustains attention in play	✓ / X	L remained focused on the obstacle course throughout most of the session but at one point he wandered over to check out some of the new flowers in the garden.
Shows confidence in a familiar environment	✓	L moved around the garden independently and re-entered the activity after each turn.
Finds solutions to conflicts and rivalries	✓	When equipment moved, L stayed calm and helped fix it.
Engages positively with others	✓ / X	This was emerging; L stayed in the play with girls present and accepted their involvement but interacted more readily with boys.
Talk about their feelings using words		Not seen during the observation window.
Seeks adult support to solve social difficulties		Not observed during this period because L managed within the group without adult help.
Summary: most of the selected PSED behaviours were observed during this session. L's concentration did require refocus and his interaction with girls is emerging and remains an appropriate next step for support.		

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	30 June 2026	31 July 2026

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