



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 Natalia. It is for use with the specimen assessment materials.

Observation 1

Name of child	Natalia
Date of observation	29 September
Age of child (in years and months)	4 years 3 months
Areas of learning	Expressive arts and design
Place of observation	Art area in the reception classroom
Time of observation	10.00 am to 10.30 am

Aim of the observation
To observe Natalia (N) during a paint mixing activity to assess her developmental levels and needs related to expressive arts and design and to plan for next steps.

Introduction
The observation takes place in the reception classroom, where the children can colour mix and paint independently. Two children and the early years practitioner (EYP) are preparing to mix paint before printing some autumn leaves. This observation will focus on N.

	The EYP and two children, including N, are sitting around the table with red, yellow and blue ready-mixed paint in soap dispensers to help the children access the paint. Each child has a palette for mixing the paint and a paintbrush.
EYP	'We have three colours of paint in our pots. Who can put their hand up and tell me the colours?'
N	'This one is orange.' N points to the red paint. 'This one is ellow.' N points to the yellow paint. 'And this one is purple.' N points to the blue paint.
EYP	'Thank you N. Let's look again.' EYP points to the red paint. 'This one is red. Can you all say red?' EYP points to the yellow paint. 'This one is yellow. Can we all say Y-yellow? This one is blue. Can we say blue?' EYP points to the blue paint.
N	N joins in saying the colours, although she still pronounces 'ellow'.
EYP	'Today we are going to make some new colours. First, we will make this colour.' EYP holds up an orange leaf. 'Which colour is this?'
N	'Orange.'
EYP	'Yes, N, you are correct. This leaf is the colour orange. Does anyone know which two colours we mix to make orange?'
N	N points to red, yellow and blue paints. 'All of them and mix, mix, mix.'
EYP	EYP mixes the colours suggested and discusses with the children the colour it has made.

	<p>'I am going to show you how to make the colour orange, using the colours yellow and red.' EYP demonstrates making orange, by placing three squirts of yellow, adding one squirt of red and mixing it together. EYP models how to squirt the paint and count at the same time. She explains that yellow must be used first. 'Now it is your turn.'</p>
N	<p>'I can do it, I can do it.'</p> <p>N carefully puts three squirts of yellow and one of red into a palette. She picks up the paintbrush with her right hand in a whole-hand grip. She swaps to her left and back to her right hand. She spills the paint over the side of the palette.</p> <p>'Tah dah, I made ellow, orange!'</p>
EYP	<p>'Now we are going to mix this colour.' EYP holds up a green leaf.</p> <p>'Who can tell me what colour this is?'</p>
N	<p>'It's purple, it's purple!'</p>
EYP	<p>'Let's ask your friend!' EYP asks child A, who correctly says green.</p> <p>'That's correct, it is the colour green. Which two colours do we need to make green?'</p>
N	<p>'This one and this one.'</p> <p>N points to the red and the blue paint.</p>
EYP	<p>'That makes purple.' Child A points to yellow and blue. 'That is correct, we use two squirts of yellow paint and one small squirt of blue and mix the colours together.' EYP asks child A if they would like to make the colour.</p>
N	<p>'No fair, I do it!' N turns her back to the activity and refuses to look.</p>
EYP	<p>'N, if you don't look, you might not know how to mix the paint to make green for your leaf print.'</p>
N	<p>N covers her eyes and watches through her fingers as child A mixes the green paint.</p>
EYP	<p>'Now you can choose which colour you would like to make for your leaf prints.'</p> <p>EYP demonstrates putting paint on the back of the leaf and placing plain paper on top, pressing down to make a print. 'Now it's your turn.'</p>
N	<p>'I wanna make that!' N points to green colour.</p>
EYP	<p>'Can you remember which colour we use first?'</p>
N	<p>'Ellow.'</p> <p>N squirts three of yellow and one of blue. She mixes paint holding the brush in whole-hand grip: first in her left hand, then her right hand and then back to left.</p> <p>'It's green, it's green!'</p>
EYP	<p>'Well done, N, you have made green. Now can you paint your leaf and make a print?'</p>
N	<p>N takes a leaf and puts it on the table. She takes the brush in her right hand and dips it in green paint. She swaps the paintbrush to her left hand and paints some of the leaf. She puts paper on top of it. 'Press, press, I done it, I done it!'</p>
EYP	<p>'Well done, N. I love your leaf print. Can you remember the colour you made?'</p>

N	'Green, green, green!'
EYP	'Can you make some more prints, N?'
N	N spends 5 minutes choosing and printing leaves.
EYP	'How many leaves have you printed, N?'
N	'1, 2, 3, 4, 5, 9, 10.' N does not point to each leaf but just recites numbers.
EYP	'N, can you remember the names of the colours which we used to make our green and orange paint?'
N	'Purple, ellow, red. I want my milk.' N takes her apron off while talking.
EYP	'Can you write your name with this pencil on your picture, please?'
N	N holds the pencil in whole-hand grip and draws some marks. No letters recognisable.
EYP	'You may go now. We will hang your lovely picture up to dry.'

Please turn over for Observation 2.

Observation 2

Time	Activity	Comment
09.30 am	Home corner	N is playing in the home corner. Three other children are present. She does not interact with them but sits at the table pretending to eat tea. 'I am eating pizza and chips, yum yum!' Another child approaches and asks to play with her. N says 'No!'
09.40 am	Home corner	N is lying on the floor with a blanket. She pretends to be a baby and makes crying sounds. She pretends to drink from a doll's bottle. She is playing alone.
09.50 am	Mark-making area	N is drawing a picture of mummy. She draws a large circle with a green pen. She puts four dots in the circle: eyes, nose and mouth. The arms come out of each side of the circle with two lines for fingers. There are no legs. She swaps the pen from left to right hand and holds pen in a whole-hand grip.
10.00 am	Model-making area	N is in the model-making area and is trying to cut a cardboard tube with scissors. She holds the scissors with two hands trying to snip the tube, which keeps rolling away.
10.10 am	Model-making area	N is still working in the model area. She is now trying to join two boxes. She tries with a glue stick, but the boxes will not stay joined. Next, she tries with sticky tape but pulls a long length of tape that sticks together. She attempts to cut tape using scissors held using two hands. She gives up and leaves the area.
10.20 am	Painting area	At independent colour mixing table, N mixes colours to paint a green dragon. 'I'm mixing purple and yellow!' She points to the blue and yellow paint. She successfully makes a green colour. She paints over the dragon shape but does not stay within the lines.
10.30 am	Outdoor tarmac area	N has some pink chalk. She draws circles on the ground. 'This is Mummy and Daddy Pig, oink, oink!' She puts dots for eyes and mouth. She swaps the chalk from hand to hand using whole-hand grip. She adds a line to one circle. 'That's his tail!' Two children come to join N drawing. She leaves her chalk and walks away.

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025
v2.0	Inclusive change development: branding, headers and footers and copyright updated / moved.	26 March 2026	30 April 2026

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