**SwirlIllosGreen.pdf**

**Observation Schedule**

Arts Council England seven quality principles for work by, with and for children and young people.

1. Striving for excellence and innovation

2. Being authentic

3. Being exciting, inspiring and engaging

4. Ensuring a positive and inclusive experience

5. Actively involving children and young people

6. Enabling personal progression

7. Developing belonging and ownership

| **Outcome 1: Rhyme time supports children’s early learning and cultural development** | **Response** | **Observations** | **Quality Principles** |
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| Are sessions well constructed, so that children know what to expect?   * Is the beginning clearly signalled with an opening song? Recognised by the children * Is the middle lively with lots of songs and rhymes with actions * Is the ending signalled by a calming closing song | Y  N |  | 1, 3 |
| How are children encouraged to participate in the singing, rhymes and actions?  What kind of participation? – Words, sounds, playing musical instruments, actions, physical movements  Are children invited to be involved?  How are they invited? | Y  N |  | 2,3, 4,5, 7 |
| Is there praise and celebration –clapping e.t.c. during the session? | Y  N |  | 2,4,6,7 |
| Do session leaders appear to genuinely enjoy the session?  Smiles  Enthusiasm  Body language | Y  N |  | 2,3, 4,5, 7 |
| Do the rhymes include a range of sounds, noises and actions? | Y  N |  | 3,6 |
| If props are used during the session:    How are they used?  How do children respond? – Do they engage children? (Smiles, enthusiasm,)  Do they surprise children?  Do they allow children to make choices?  Comments on the quality of resources |  |  | 4, 6 |
| Is the session delivered clearly/can everyone hear?  Are the rhymes delivered at a slow enough pace for children to catch them?  Are rhymes repeated?  Are different tones of voice used? | Y  N |  | 3,4,6,7 |
| Are a range of rhymes and songs included – including counting rhymes, alphabet rhymes, rhymes from a range of cultural traditions? | Y  N |  | 3, 4, 6 |
| Do the session leaders model/teach the actions to parents and children? How do they do this? | Y  N |  | 7 |
| Are sessions flexible, adapting as required to the needs of parents and children?  I.e. if children seem to be losing interest does the leader move on to the next song | Y  N |  | 2,7 |
| Are children comfortable moving around freely? | Y  N |  | 2,7 |
| Are session leaders reassuring to parents if children don’t join in or wander off or cry? | Y  N |  | 3 |
| Do session leaders recommend books to parents and encourage them to borrow books? | Y  N |  | 6 |
| Do children and adults have the opportunity to choose rhymes?  How are suggestions acknowledged? | Y  N |  | 2, 7 |
| Are rhyme/song words available for people who don’t know them – how are they used? | Y  N |  | 6 |

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| **Outcome 2: Rhyme time builds the relationship between parent and child** | **Response** | **Observations** | **Quality Principles** |
| How are adults encouraged to join in? |  |  | 1,4,6 |
| Do session leaders explain to parents why it is important for them to join in? | Y  N |  | 1,4,6 |
| Is there a rhyme in the session where parent and child face each other? | Y  N |  | 1,4 |
| Do session leaders explain to parents why face to face rhymes are important? | Y  N |  | 1,4,6 |

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| **Outcome 3: Rhyme time is inclusive** | **Response** | **Observations** | **Quality Principles** |
| Are families invited to share rhymes from their own traditions? | Y  N |  | 4,5,7 |
| Do the rhymes, books and images used in rhyme times reflect our diverse society? | Y  N |  | 2,4 |
| Are all children included, whatever their needs?  Do they have the opportunity to hold props e.t.c?  Are visual symbols used?  Understanding hello and goodbye – are signs used? | Y  N |  | 1,2,6 |

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| **Outcome 4: Rhyme time reduces social isolation** | **Response** | **Observations** | **Quality Principles** |
| Do session leaders take time at beginning and end to chat to children and parents? | Y  N |  | 2 |
| Do session leaders check if there are new participants?  How are they made to feel welcome/included and how do they know what to do? | Y  N |  | 2 |
| How do session leaders encourage families to get to know each other? |  |  | 2,7 |
| Are all participants greeted on arrival? | Y  N |  | 2 |
| Do session leaders ask and use children’s names? | Y  N |  | 2 |
| Do session leaders introduce themselves by name? | Y  N |  | 2 |
| Do session leaders listen and respond to children’s comments? | Y  N |  | 2, 3 |

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| **Outcome 5: Rhyme time is accessible for parents and children** | **Response** | **Observations** | **Quality Principles** |
| Are parents encouraged to sit with children rather than separate from them? | Y  N |  | 1 |
| Is the rhyme time area clearly defined? | Y  N |  | 1,4 |
| Are toilets, baby change, feeding facilities available? | Y  N |  | 1 |
| Are there books on display for children and parents? | Y  N |  | 1 |
| Does the space used for rhyme time look comfortable for children and parents? | Y  N |  | 1, 4 |
| Is the environment safe for children? | Y  N |  | 1 |
| Is there easy buggy parking? | Y  N |  | 1 |

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| **Outcome 6: Rhyme Time is embedded in strategy and enables strong partnerships** | **Response** | **Notes** | **Quality Principles** |
| Do session leaders promote and signpost to other library and partner events and support? |  |  | 1 |