



PQA: OBSERVATION VISIT CLUB COACH TOOL



PART 1 – GENERAL INFORMATION

FRANCHISEE NAME _____ FRANCHISEE ID _____

NAME OF CLUB COACH _____ DATE OF VISIT _____

Number of
children registered

Age of
youngest child

Age of
oldest child

Number of
children present

What days of the week does the programme run? (✓ tick all that apply)

MON ☐ TUES ☐ WED ☐ THUR ☐ FRI ☐ Start time Finish time

How long did the programme run on the day of assessment? _____

Was an assistant present? (Y/N) _____ Name of assistant _____

PART 2 – SUMMARY OF VISIT (complete at end of visit)

This programme has received the following quality rating: (✓ tick one box only)

GREEN ☐

ORANGE ☐

RED ☐

Summary of discussion and agreed priorities for action/improvement:

Next Club Coach visit: (State when you will visit and for what type of visit, e.g. 'In next 6 weeks for a Coaching Visit')

SIGNATURE (Club Coach) _____ DATE _____

SIGNATURE (Franchisee) _____ DATE _____

PLEASE COMPLETE THIS PAGE TWICE – LEAVE THIS THIS TOP COPY WITH THE SMARTSTARTER

PART 3 – PROGRAMME STANDARDS

To complete this part of the form you will need to observe a full SmartStart routine. Remember:

- Each area should be given a rating of 0, 1 or 2.
- You will be able to rate some areas as the session goes along, but for most, you will need to observe the entire session first and then give the rating at the end.
- Use the blank sheet at the end to make notes as you observe the programme. However, try to make sure that you spend most of your time observing, not writing.

1. A STIMULATING AND ADEQUATELY RESOURCED LEARNING ENVIRONMENT					
	AREA	0	1	2	Rating 0, 1 or 2
1.1	Supervision	Children were often left unsupervised (three times or more in a session).	Children were usually supervised (unsupervised two times or less a session).	Children were supervised at all times.	
1.2	Learning space	The space was not divided into interest areas.	The space was divided into two interest areas.	The space was divided into three or more interest areas	
1.3	Using the toy kit	The play kit was not unpacked into the learning space.	The play kit was only unpacked and available for children's use for a short time (less than 40 minutes a session).	The play kit was unpacked and the materials were available for children's play for more than 40 minutes of the session.	
1.4	Labelling (symbols or words)	Interest areas and materials were not labelled.	Some interest areas and play materials were labelled.	All interest areas and play materials were labelled.	
1.5	Toys and storybooks	Toys and storybooks were kept out of children's reach.	Children could reach and get out some toys and storybooks without adult help.	Children could reach and get out most toys and storybooks without adult help.	
1.6	Displays	There were no posters or examples of children's work displayed.	There were a few posters or examples of children's work displayed (fewer than five).	There were lots of posters or examples of children's work displayed (5 or more total).	
SUB-TOTAL FOR THIS SECTION (MAX 12)					

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Ask Franchisee if this is a normal day? Y/N ☐ If NO, why? _____

Tick which of these you saw during the session:

GREETING TIME ☐	MESSAGE BOARD ☐	SMALL GROUP ACTIVITY ☐	PLANNING TIME ☐	PLAY TIME ☐	CLEAN UP TIME ☐	RECALL TIME ☐	LARGE GROUP TIME ☐	STORY TIME ☐	OUTSIDE TIME ☐
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2. CONSISTENT USE OF THE SMARTSTART ROUTINE					
	AREA	0	1	2	Rating 0, 1 or 2
2.1	SmartStart activities	During the session, you observed three or fewer of the above activities.	During the session you observed between four and seven of the above activities.	During the session you observed between eight and ten of the above activities.	
2.2	SmartStart routine	The SmartStart routine is not displayed and children do not refer to the names of the different parts of the routine.	The SmartStart routine is displayed so adults can see it, but the children are unable to. Adults and children sometimes refer to the names of the different parts of the routine.	The SmartStart routine is displayed for everyone to see and in a form understandable to children (e.g. pictures or symbols). Adults and children often refer to the names of parts of the routine.	
2.3	Small group time	No time was set aside for small group activities with children.	The small group activity was too short (less than 10 minutes) or only some children had an opportunity to join in.	The small group activity lasted for more than 10 minutes and all children participated.	
2.4	Making plans	There was no time set aside for children to make plans and/or to indicate their plans to adults.	Only some children had the chance to make plans and/or to indicate their plans to adults	All children had the chance to make plans and/or to indicate their plans to adults.	
2.5	Free play	There was no time set aside for free play – when children choose or initiate activities.	There was some time set aside for free play – when children choose or initiate activities and can carry out their plans (30-45 minutes).	There was substantial time set aside for free play – when children choose or initiate activities and can carry out their plans (at least 45-55 minutes).	
2.6	Recall	There was no time set aside for children to recall or reflect on their activities.	There was some time set aside for children to recall or reflect on their activities, but not all children had the chance to participate.	There was enough time set aside for all the children to recall and reflect on their activities.	
2.7	Story time	There was no time set aside for story time.	There was a short time set aside for story time (less than 15 minutes).	There was a substantial time set aside for story time (at least 15-20 minutes).	
2.8	Large group time	There was no time set aside for large group activity.	The large group activity was too short (less than 10 minutes).	The large group activity lasted for more than 10 minutes.	
SUB-TOTAL FOR THIS SECTION (MAX 16)					

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3. A STABLE AND NURTURING ENVIRONMENT WHERE CHILDREN FEEL SAFE AND LOVED					
	AREA	0	1	2	Rating 0, 1 or 2
3.1	Warm and respectful interactions	Adults were not warm and respectful when interacting with children.	Adults spoke and acted warmly and respectfully towards children some of the time, or only to some children.	Adults spoke and acted warmly and respectfully towards children, using appropriate methods (e.g. smile, hug, nod, calm voice, making eye contact, getting down to child's level, listening attentively).	
3.2	Individual attention	Adults provided no children with individual attention.	Adults provided some but not all children with individual attention.	Adults offered positive, individual attention to all children.	
3.3	Acknowledgement and encouragement	Adults rarely noticed or acknowledged children's efforts and ideas, and tended to be critical.	Adults did not always notice or acknowledge children's efforts and ideas. Adults gave some praise but were also critical.	Adults acknowledged children's efforts and ideas (for example, by repeating their idea or describing what they had done), and offered encouragement and praise.	
3.4	*Looking after upset children	Adults did not attend to children who were upset.	Adults sometimes attended to children who were upset, or were slow to attend to upset children.	Adults always attended and offered appropriate comfort to children who were upset.	
3.5	Maintaining order	Adults used harsh and sometimes physical methods to maintain order, such as handling the children roughly or using unkind or rude language.	Adults sometimes used harsh words, a raised voice or confrontational methods to deal with disorder or poor behaviour.	Adults used appropriate and consistent methods to maintain order (such as diverting children, using a calm voice) and never used harsh or physical methods.	
3.6	*Resolving conflict	Adults imposed solutions to conflicts without consulting children, and punished children before talking to them properly.	Adults sometimes imposed solutions to conflicts and did not make enough effort to involve children, listen to their accounts and acknowledge their feelings and ideas.	Adults actively involved children in solving conflicts, by acknowledging their feelings, listening carefully to their accounts and trying their solutions.	
*If during the session, you do not observe an upset child or any conflict, you will not be able to rate 3.4 or 3.6. To get a rating for these items, after the session has ended ask them an open-ended question about what they do when children are upset, and what they do when children fight. Use their answers to give a rating.					
SUB-TOTAL FOR THIS SECTION (MAX 12)					

4. POSITIVE AND PLENTIFUL ADULT-CHILD INTERACTIONS WHICH ENCOURAGE A RICH USE OF LANGUAGE					
	AREA	0	1	2	Rating 0, 1 or 2
4.1	Talking to children and encouraging communication	Adults rarely talked to children and did not create opportunities for conversation. Adults mostly talked to children to give instructions and maintain order.	There was some adult-child conversation and some activities were used to encourage children to communicate.	Adults talked frequently with children throughout the session for varied purposes, and created lots of opportunities for conversations.	
4.2	Listening and responding	Adults often ignored children's questions and comments and did not listen carefully to children.	Adults responded to children's comments and questions only some of the time. Adults did not always listen carefully to children.	Adults responded respectfully to children's comments and questions, and listened carefully to children.	
4.3	Using talk to extend learning	Adults did not use comments and questions to encourage children to talk about what they were doing and to extend their learning.	Adults sometimes encouraged children to talk about what they were doing, but missed opportunities to prompt children to explain their thinking and reasoning.	Adults encouraged children to talk about what they were doing and made appropriate use of questions and comments to prompt children to explain their thinking and reasoning.	
4.4	Building language	Adults did not try to build children's language.	Adults sometimes built children's language through suggesting and explaining new words.	Adults frequently used appropriate methods to build children's language, such as introducing or explaining new words or repeating something a child had said using the correct language.	
4.5	Encouraging initiative	Adults told children how to carry out activities or use materials and did not let them make choices or do things for themselves.	Adults sometimes encouraged children to make their own choices and to do things for themselves (such as put on their shoes or pour water).	Adults often encouraged children to make choices about how to use materials and carry out activities. Adults allowed children to do things for themselves where developmentally appropriate.	
SUB-TOTAL FOR THIS SECTION (MAX 10)					

5. OPPORTUNITIES FOR CHILD-DIRECTED, OPEN-ENDED PLAY, SUPPORTED AND EXTENDED BY ADULTS					
	AREA	0	1	2	Rating 0, 1 or 2
5.1	Letting children make choices	Adults told most children what to do during free play.	Only some children were allowed to make their own choices during free play and other children were told what to do by adults.	All children were allowed to make their own choices during free play and given support to do so when needed.	
5.2	Facilitating children's play	Adults made little or no effort to make available toys and materials that stimulated children's imagination during play, and to support them to use them.	Adults made available some toys and materials that stimulated children's imagination and supported some children to use them, but there was not a sufficient range of resources to engage all children.	Adults facilitated children's play by making available toys and materials that stimulated children's imagination and by supporting them to use them when needed.	
5.3	Participating in children's play	Adults did not participate in children's play, and only supervised from the side.	Adults sometimes participated in children's play but were not involved for all of the time or only played with a few children.	Adults participated as partners in children's self-initiated play, and tried to play with different children.	
5.4	Extending learning through play	Adults did not try to build children's understanding during free play.	Adults used appropriate techniques to build children's understanding some of the time and with some children.	Throughout free play, adults added information and used observations, questions and modelling to expand on children's ideas and build new understanding.	
5.5	Ensuring play and learning is at the right level	Adults made children participate in activities that were significantly too easy or too hard for them.	Adults did not always seem aware what level of activity or game was appropriate for the child.	Adults allowed children to play and learn at a level and pace which was appropriate for them.	
SUB-TOTAL FOR THIS SECTION (MAX 10)					

6. INTERACTIVE STORYTELLING THAT INTRODUCES CHILDREN TO NEW LANGUAGE AND LEARNING					
	AREA	0	1	2	Rating 0, 1 or 2
6.1	Encouraging conversation during story time	Adults did not allow any interaction with children during story time and did not invite children’s contributions.	Adults allowed some interaction with children during story time, but there were only limited contributions from children.	Adults used oral storytelling and book-sharing to create an interactive story-time that was full of conversation (for example, children were allowed to ask questions and adults paused to talk about the story and to invite children’s responses.)	
6.2	Explaining new words and ideas	Adults made no effort to explain new language and concepts during story time.	Adults explained some new language and concepts during story time, but it is likely that some children still struggled to understand.	Adults introduced and explained new language and concepts during story time.	
6.3	Asking questions and helping children to think	Adults did not ask any questions during story time.	Adults tended to ask questions that invited one or two-word answers, and did not ask questions that helped children to think and reflect.	Adults used open-ended questions and comments during story time to enable children to practise thinking skills such as predicting and reasoning.	
6.4	Helping children to become familiar with books and print	If using a storybook, adults did not point to the words or explain anything about print or books during story time.	If sharing a storybook, adults made a limited effort to help children become familiar with books or print (for example by pointing to a word or showing how to hold the book).	If sharing a storybook, adults did so in ways that helped children become familiar with books and print by (for example, pointing to letters, words and sentences, and showing that the book is read from left to right, explaining the cover).	
		If during the session that you observe, the adult tells a story rather than shares a storybook, after the session has ended ask them an open-ended question about how they help children to understand writing and be familiar with books, when they share storybooks.			
SUB-TOTAL FOR THIS SECTION (MAX 8)					

PART 4 – WORKING OUT THE MAIN RATING

Before completing this section of the form, remember to work through the following steps:

- *When the programme has finished, rate all areas in Part 3.*
- *Take time to discuss their self assessment form with them – go through all their points with them*
- *Make any changes that you think are needed to your ratings in Part 3.*

Then:

- *Add up the sub-total for each section in Part 3 and fill in the table below.*
- *Tick any statements that apply and work out the overall rating.*
- *Tick the appropriate box in Part 2 on the front page.*

	SECTION	MAX	SCORE
1	A stimulating and adequately resourced learning environment	12	
2	Consistent use of the SmartStart routine	16	
3	A stable and nurturing environment where children feel safe and loved	12	
4	Positive and plentiful adult-child interactions which encourage a rich use of language	10	
5	Opportunities for child-directed, open-ended play, supported and directed by adults	10	
6	Interactive storytelling which introduces children to new language and learning	8	
	TOTAL	68	

Tick (✓) this statement only if it applies:

I had concerns about health and safety at this venue and completed a SmartSpace Checklist .

☐

Tick (✓) any of the following statements that apply:

A. I observed an adult hitting or smacking a child at this programme.
(Refer to Club Coach Guidelines for steps to follow.)

☐

B. The programme is **rated 4** or less for Section 3 (stable and nurturing environment).

☐

C. The programme's SmartSpace Certificate has been withdrawn.

☐

If you have ticked any of the statements A-C above, the programme MUST receive a RED rating.

2. Tick (✓) if any of the following statements apply:

D. The SmartStart programme is not being implemented for long enough - the SmartStart routine/ session must last at least THREE HOURS. If you the programme ran shorter than this tick this box.

☐

E. There are too many children attending the SmartStart programme.

(Playgroups: Maximum 12 children. Day Mothers and ECD Centres: Maximum 20 children in the group/class.)

☐

If you have ticked any of the statements D-E above, the programme MUST receive a ORANGE rating

Otherwise, use the scores below to work out the rating for the programme

0-17 = RED rating

18-42 = ORANGE rating

43-68 = GREEN rating



CLUB COACH NOTES

A series of horizontal dotted lines for writing notes.



CLUB COACH NOTES

Lined area for Club Coach Notes, consisting of 20 horizontal dotted lines.



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PART 1 – GENERAL INFORMATION

FRANCHISEE NAME _____ FRANCHISEE ID _____

NAME OF CLUB COACH _____ DATE OF VISIT _____

Number of
children registered

Age of
youngest child

Age of
oldest child

Number of
children present

What days of the week does the programme run? (✓ tick all that apply)

MON ☐ TUES ☐ WED ☐ THUR ☐ FRI ☐ Start time Finish time

How long did the programme run on the day of assessment? _____

Was an assistant present? (Y/N) _____ Name of assistant _____

PART 2 – SUMMARY OF VISIT (complete at end of visit)

This programme has received the following quality rating: (✓ tick one box only)

GREEN ☐

ORANGE ☐

RED ☐

Summary of discussion and agreed priorities for action/improvement:

Next Club Coach visit: (State when you will visit and for what type of visit, e.g. 'In next 6 weeks for a Coaching Visit')

SIGNATURE (Club Coach) _____ DATE _____

SIGNATURE (Franchisee) _____ DATE _____

PLEASE REMEMBER TO COMPLETE THIS TWICE – GIVE THIS COPY TO SMARTSTARTER)