

# Observation Report For Preschool

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**Observer:** Emma Johnson

**Date:** October 14, 2024

**Class:** Preschool (Ages 3-4)

**Observation Duration:** 10:00 AM – 11:00 AM

**Location:** Little Explorers Preschool, Room 1

**Purpose:** This observation aimed to assess the learning environment, social interactions, and engagement levels of preschool children during a structured activity and free play.

## **Setting and Participants:**

The class consisted of 12 children, with one lead teacher, Ms. Hannah, and an assistant teacher, Ms. Carla. The room was arranged with various activity centers, including an art station, reading nook, and a block play area.

## **Observation Details:**

At 10:00 AM, Ms. Hannah led a group activity at the circle time area, where children sat on mats and listened to a story about animals. Most children appeared attentive, though two students occasionally looked around the room, seemingly distracted. Ms. Hannah used hand puppets to illustrate the story, which quickly recaptured their interest.

At 10:20 AM, the children moved to the art station, where they were encouraged to draw their favorite animals from the story. During this activity, they interacted enthusiastically, sharing crayons and talking about their drawings. One child required extra assistance

with using the crayons, and Ms. Carla provided gentle guidance, helping them stay engaged.

At 10:40 AM, the children transitioned to free play. They dispersed to different areas, with some gravitating towards the blocks, while others chose the reading nook. Social interactions varied, with a few children choosing solitary play, particularly at the reading nook, while others formed small groups at the block area, building towers together and taking turns.

### **Analysis and Interpretation:**

The use of interactive elements, like puppets and hands-on art activities, effectively held the children's attention and fostered engagement. Free play allowed for diverse social interactions, with children demonstrating a range of play preferences, from independent to cooperative play. Ms. Hannah's strategies encouraged exploration and creativity, while the assistant teacher provided targeted support where needed.

### **Recommendations:**

To further enhance engagement, incorporating more sensory materials, such as textured art supplies or building materials, could help maintain focus and cater to different sensory preferences. Additionally, introducing more guided group activities during free play might support children who tend towards solitary play, fostering greater peer interaction.