

TB5 LPQA

Field	Question	Answer		
ID				
id_ea_short (required)	Enumeration Area			
note_id_ea_short (required)	[id_ea_short] is not a valid EA ID. Please go back and enter the correct ID. <i>Question relevant when: \${preload_id_ea} = ""</i>			
id_ecd (required)	ELP	id_ecd	name	
note_id	Please confirm that you are the right place. Swipe back if the information below does not match the ELP you are visiting.  [preload_ecd_name] First Name: [preload_name_first] Last Name: [preload_name_last] Phone: [preload_phone]  <a href="#">View Google Map</a>			
reason_duplicate (required)	There is already a complete LPQA for this ELP. Please double-check that you are the right place. If you are confident that this is the correct place and the LPQA form for this place has not been submitted yet, please capture why you think there is already an interview before you continue. <i>Question relevant when: \${preload_status_code} = 1</i>			
Classroom Availability				
available (required)	Is the chosen classroom available for observation?	1	Yes	
		0	No	
Classroom Availability > Unavailable <i>Group relevant when: \${available} = 0</i>				
unavailable (required)	Why is the chosen classroom not available for observation?	1	No suitable classroom	
		2	Refusal	
		3	Children not present today	
		4	Practitioner too busy today	
		5	Practitioner not present today	
		97	Other	
notes_unavailable (required)	Please provide additional details on why the chosen classroom is not available for observation.			
g_main <i>Group relevant when: \${available} = 1</i>				
g_main > Name of Practitioner				
practitioner_name_first (required)	Practitioner's first name <i>Response constrained to: string-length(.) &gt;= 3</i>			
practitioner_name_last (required)	Practitioner's surname <i>Response constrained to: string-length(.) &gt;= 3</i>			
g_main > Children and Teaching Assistants Counts				
class_present (required)	Count and record the number of children present during the class observation. <i>Response constrained to: . &gt;=-1 and . &lt;=60</i>			
class_assistants_exist (required)	In addition to the main practitioner, are there any teaching assistants working with the class during the observation? <i>Do not ask question but observe.</i>	1	Yes	
		0	No	
class_assistants (required)	How many teaching assistants are there in the class (in addition to the main practitioner)? <i>Do not ask question but observe.</i> <i>Question relevant when: \${class_assistants_exist} = 1</i> <i>Response constrained to: . &gt;= 1 and . &lt;= 10 or . = -1 or .=-2</i>			
note_class_assistants	You say that there are [class_assistants] class assistants in the class. Please confirm this is correct before swiping forward. If it is not correct please swipe back to make the correction. <i>Question relevant when: \${class_assistants} &gt;2</i>			
comment_class	Comment on children and teaching assistants counts <i>Optional</i>			
g_main > Learning Environment				
g_main > Learning Environment > Room arrangement				
env_room_areas (required)	How many organised learning areas or interest centres are there in the classroom? <i>Learning areas/interest centres refer to spaces organised with equipment for different kinds of play. These can include make-believe play (home, shop, dolls); big blocks; sensory play (sand, water, slime etc.); an art area (painting, drawing, modelling, cutting and pasting, box construction etc.); book area; nature and science or theme table; educational toys and games (puzzles, small construction, sorting games, counting, threading etc.). &lt;br/&gt;More than 1 make-believe area (e.g., kitchen and clinic) only counts as ONE learning area. The same goes for blocks or construction areas.</i>	0	0-2 learning areas	
		1	3 learning areas	
		2	4 or more learning areas	

Field		Question	Answer	
	env_room_separate <i>(required)</i>	Are quiet learning areas separated from active/ noisier ones? <i>Examples of quiet areas are books, art, and puzzles. Examples of active areas are make-believe, sensory play, and construction. If the ELP is too small for the areas to be separated properly, answer No.</i>	1	Yes
			0	No
	env_room_independent <i>(required)</i>	Is the space arranged so that children can carry out activities independently of the practitioner? <i>Learning areas are set out with appropriate materials accessible so that children do not need practitioner assistance to get started.</i>	1	Yes
			0	No
	comment_env_room	Comment on room arrangement <i>Optional</i>		
g_main > Learning Environment > Indoor Materials				
	env_indoor_enough <i>(required)</i>	Are there enough materials for play and learning indoors? <i>Enough means that there is sufficient equipment for all children to have a choice of the materials they want to use (allowing for rotation and turn-taking). For example, if there are 4 children in a reading corner, then there must be at least 4 books.</i>	1	Yes
			0	No
	env_indoor_range <i>(required)</i>	Do the materials in each learning area cater for a range of interests and developmental levels? <i>For example, different kinds of books in a book area; different types of arts and crafts in an art area (drawing, painting, and dough for modelling); different materials in an educational toy area (puzzles and games); different themes in a make-believe area; etc. To answer yes there should be at least 2 different activities in each learning area.</i> <i>Question relevant when: <math>\\$(env\_indoor\_enough) = 1</math></i>	1	Yes
			0	No
	comment_env_indoor	Comment on indoor materials <i>Optional</i>		
g_main > Learning Environment > Developmentally Appropriate Materials				
	env_appropriate_age <i>(required)</i>	Are most of the materials for play and learning developmentally appropriate for 4 to 5-year-olds? <i>Developmentally appropriate means that the materials accommodate the learning needs of this age group and include some easier and more challenging materials to meet individual needs e.g., puzzles from 9-24 pieces, small Lego bricks, numeral symbols, and things to count.</i>	1	Yes
			0	No
	env_appropriate_needs <i>(required)</i>	Is there equipment for children at different levels of ability or adaptive equipment for any children with special needs? <i>Equipment for different abilities may include puzzles with different numbers of pieces, larger and smaller construction pieces, thicker crayons and pencils. Adaptive equipment may include large format books for visual impairment, easy-to-handle puzzle pieces and communication boards, and a sensory box for children on the spectrum.</i>	1	Yes
			0	No
	comment_env_appropriate	Comment on developmentally appropriate materials <i>Optional</i>		
g_main > Learning Environment > Accessible Materials				
	env_accessible <i>(required)</i>	How many of the materials in the classroom are accessible to children? <i>Accessible means that children can easily select materials for the day's activities themselves – they are not packed away so that only the practitioner can access them.</i>	0	None
			1	Some
			2	Many
	comment_env_accessible	Comment on accessible materials <i>Optional</i>		
g_main > Learning Environment > Open-ended Materials				
	env_open_available <i>(required)</i>	Are there open-ended materials available for the children to play with? <i>Open-ended materials are those that can be used in many different ways. E.g. blocks, cloths, free art materials, boxes, sand and water, and natural materials like stones, seed pods, and sticks. Worksheets and pre-prepared craft projects where all children do the same thing are not open-ended.</i>	1	Yes
			0	No
	env_open_count <i>(required)</i>	How many types of open-ended materials are there in the classroom? (e.g., art materials, sand, blocks, plasticine or dough) <i>Question relevant when: <math>\\$(env\_open\_available) = 1</math></i>	0	1-3 types
			1	4 or more types
	comment_env_open	Comment on open-ended materials <i>Optional</i>		
g_main > Relationships & Interactions				
g_main > Relationships & Interactions > Child-child				
	relation_peers_positive <i>(required)</i>	Does the practitioner promote and encourage positive interactions among children? <i>Examples of promoting positive child-child interaction include encouraging playing and working cooperatively or helping children who find it hard to join a group.</i>	1	Yes
			0	No
	relation_peers_intervene <i>(required)</i>	Does the practitioner intervene to stop any negative interactions among children?	1	Yes
			0	No
	relation_peers_collaborate <i>(required)</i>	Does the practitioner provide activities that encourage children to work together (e.g. group collage, experiment, or group building activity)?	1	Yes
			0	No
	comment_relation_peers	Comment on child-child interactions <i>Optional</i>		
g_main > Relationships & Interactions > Staff-Child				
	relation_staff_warm <i>(required)</i>	Are the staff-child interactions warm, interested, individualised, respectful, and sensitive to how children are feeling? <i>This means that staff notice how the class is responding as a whole and what individual children are doing and feeling and act accordingly. For example, they respond promptly to children who are upset; and notice when children need assistance; if the children's attention is flagging they change the pace. Warm means that staff members create an environment where the children feel comfortable and relaxed e.g. hugging them, getting down to their level when speaking, speaking in a calm and friendly way, encouraging.</i>	1	Yes
			0	No
	relation_staff_instances <i>(required)</i>	How many instances of staff responding to individual child needs did you see ? <i>Examples are comforting a child, commenting on what a child shows them, helping a child find something to do, or helping them find an easier or more advanced activity when necessary.</i>	0	0-1 instance
			1	2 instances
			2	3 or more instances
	comment_relation_staff	Comment on staff-child interactions		

Field	Question	Answer		
	Optional			
g_main > Relationships & Interactions > Acknowledgement				
	relation_acknowledge_efforts (required)	Are children's efforts and ideas acknowledged by the practitioner? <i>Acknowledgement includes practitioner behaviours such as repeating a child's ideas, comments on what children are doing.</i>	1	Yes
			0	No
	relation_acknowledge_extra (required)	Did staff acknowledge children's efforts and ideas in an extended way? <i>Extended acknowledgement is more than just saying "good job", or "High five". Instead, they should sound like "Good job, I like how you shared your toys with your friends. That was very kind of you!", or "Wow, you are building a very tall tower", or "I see you worked hard on your drawing. Can you tell me what you like most about your picture?".</i>  <i>Question relevant when: \${relation_acknowledge_efforts} = 1</i>	1	Yes
			0	No
	comment_relation_acknowledge	Comment on children's efforts acknowledged <i>Optional</i>		
g_main > Relationships & Interactions > Behaviour management				
	relation_behaviour_control (required)	Is control maintained in the classroom? <i>In a controlled classroom, children generally follow the routine and move smoothly from one activity to the next and children engage constructively in the activities provided. In a classroom where control is not maintained, you might see a lot of running around or children interfering with other children's activities.</i>	1	Yes
			0	No
	relation_behaviour_positive (required)	Did practitioners practise positive discipline? <i>Positive discipline involves setting clear expectations and praising good behaviour. When a child misbehaves, staff remind them of rules, explain and redirect unsuitable behaviour, and discuss behaviours with children. Harsh discipline includes physical punishment, yelling, shaming, withholding food, and time-outs for longer than 3 minutes. If you observe harsh discipline, answer 'No'.</i>	1	Yes
			0	No
	relation_behaviour_solve (required)	Are children supported to solve conflicts for themselves? <i>E.g. The practitioner states rules (e.g. we have to share) and then asks children how they could resolve their conflict and/or how they could make someone they had upset feel better.</i>	-3	Not applicable. There are no instances requiring behaviour management during the observation period.
	relation_behaviour_solve (required)	Are children supported to solve conflicts for themselves? <i>E.g. The practitioner states rules (e.g. we have to share) and then asks children how they could resolve their conflict and/or how they could make someone they had upset feel better.</i>	1	Yes
			0	No
	relation_behaviour_solve (required)	Are children supported to solve conflicts for themselves? <i>E.g. The practitioner states rules (e.g. we have to share) and then asks children how they could resolve their conflict and/or how they could make someone they had upset feel better.</i>	-3	Not applicable. There are no instances of conflict during the observation period.
	relation_behaviour_express (required)	Are children supported to express how they are feeling during conflict? <i>For example, the practitioner uses phrases like: "It's OK if you are upset"; "Tell me how you feel about that"; "How did that make you feel?"; "Did that make you angry?" etc.</i>  <i>Question relevant when: \${relation_behaviour_solve} = 0 or \${relation_behaviour_solve} = 1</i>	1	Yes
			0	No
	relation_behaviour_express (required)	Are children supported to express how they are feeling during conflict? <i>For example, the practitioner uses phrases like: "It's OK if you are upset"; "Tell me how you feel about that"; "How did that make you feel?"; "Did that make you angry?" etc.</i>  <i>Question relevant when: \${relation_behaviour_solve} = 0 or \${relation_behaviour_solve} = 1</i>	-3	Not applicable. There are no instances of conflict during the observation period.
	comment_relation_behaviour	Comment on behaviour management <i>Optional</i>		
g_main > Curriculum				
g_main > Curriculum > NCF & ELDAs				
	curric_ncf_evidence (required)	Ask to see the practitioner's planning books:  Is there evidence that the learning programme is guided by the National Curriculum Framework Early Learning Development Areas (ELDAs), aim and phase-specific developmental guidelines? <i>The six ELDAs are Well-being (health and motor development), Identity and belonging (social and emotional), Communication, Exploring mathematics, Knowledge of the world, and Creativity.</i>	1	Yes
			0	No
g_main > Curriculum > NCF & ELDAs > g_curric_1_1 <i>Group relevant when: \${curric_ncf_evidence} = 1</i>				
	curric_ncf_items (required)	Which of the ELDAs are covered?  <i>Response constrained to: not(count-selected(.) &gt; 1 and selected(., 0))</i>	1	Well-being (health and motor development)
			2	Identity and belonging (social and emotional)
			3	Communication
			4	Exploring mathematics
			5	Knowledge of the World
			6	Creativity
	curric_ncf_appropriate (required)	Are the planned activities developmentally appropriate? <i>4-5 Year-old children should be helped to focus on a group activity for 20 minutes, solve certain number tasks, understand patterns, handle a book correctly, recognise their written name and identify beginning sounds, cut with scissors, draw rather than scribble etc.</i>	1	Yes
			0	No
	comment_curric_ncf	Comment on use of NCF and ELDAs <i>Optional</i>		
g_main > Curriculum > Programme planning				
	curric_plan_integrated (required)	Ask to see planning books/files/notes:  Does the practitioner have a weekly and daily plan for the programme? <i>An integrated plan will have a focus, theme or topic shown across learning areas and times of the day.</i>	1	Yes
			0	No
g_main > Curriculum > Programme planning > g_curric_2_1 <i>Group relevant when: \${curric_plan_integrated} = 1</i>				
	curric_plan_areas (required)	Is there evidence of these plans being applied and integrated across learning areas? <i>For example, if family is the topic, it will be discussed as part of the morning ring, children may draw or paint family members, there may be songs and a story about different families and books about families in the book area.</i>	1	Yes
			0	No

Field	Question	Answer
	curric_plan_children <i>(required)</i>  Is there evidence that the programme plan takes into account individual children's interests and needs? <i>The teacher offers a variety of activities to accommodate different difficulty levels e.g., find a more complicated puzzle for a child who finds one too easy, shows a child a book based on something they are playing, or asks those who can write their name to label their drawings.</i>	1 Yes
		0 No
	comment_curric_plan <i>Optional</i>	
g_main > Curriculum > Daily Schedule		
	curric_daily_items <i>(required)</i>  Review the daily schedule:  Which of the following activities are included in the daily schedule?  <i>Free play is when children have the freedom to choose what, where, and how they play. This can be indoors and outdoors. Small groups are organised times for a few children with a practitioner. Whole groups include all children in activities such as the morning ring, story, music and group games. Good balance would be: in a 4 hour day at least 30 minutes for free play. An hour in a full day programme. &lt;br/&gt;Note: Free play may not be called "free play" on the written schedule</i>  <i>Response constrained to: not(count-selected(.) &gt; 1 and selected(., 0))</i>	1 Free play
		2 Whole group (ring time, story, music)
		3 Small group teaching opportunities
		0 None
	curric_daily_balance <i>(required)</i>  Does the programme include a balance of free play, small group, and whole-group activities?  <i>A good balance would be at least 30 minutes of free play in a 4-hour day, or an hour in a full-day programme. The rest of the time is split between whole group and small group activities.</i>  <i>Question relevant when: count-selected( \${curric_daily_items} ) &gt; 2</i>	1 Yes
		0 No (Either free play or group activities predominate)
	comment_curric_daily <i>Optional</i>	
g_main > Curriculum > Numeracy & Mathematics		
	curric_numeracy_evidence <i>(required)</i>  Look around for maths materials and evidence of maths activities in the planning books:  Does the learning programme include numeracy and mathematics activities?  <i>Numeracy and mathematics activities and materials include numbers, shapes, measurement, grouping and sorting. These activities would be supported by materials like shapes, counters, magnets, beans,scales, height charts, big blocks, games like dominoes, number lotto and puzzles and games.</i>	1 Yes
		0 No
g_main > Curriculum > Numeracy & Mathematics > g_curric_4_1 <i>Group relevant when: \${curric_numeracy_evidence} = 1</i>		
	curric_numeracy_items <i>(required)</i>  Which of the following numeracy and maths activities did you observe?  <i>Response constrained to: not(count-selected(.) &gt; 1 and selected(., 0))</i>	1 Number songs, rhymes, or games
		2 Teacher using math words (e.g., big/small, under/over)
		3 Counting objects
		4 Naming shapes
		5 Sorting and matching
		6 Measuring (weighing, ruler, height chart)
		0 None
	curric_numeracy_daily <i>(required)</i>  Is there evidence of numeracy and maths learning being integrated into every part of the daily routine that you observed?  <i>For example, the practitioner can ask "Are there enough cups for all the dolls?" during make-believe play, or "How many plates do we need for lunch?" during snack time. The practitioner can encourage outdoor games like hopscotch and counting in hide and seek.</i>	1 Yes
		0 No
	comment_curric_numeracy <i>Optional</i>	
g_main > Curriculum > Language & Literacy		
	curric_literacy_evidence <i>(required)</i>  Look around for language and literacy materials and evidence of activities in the planning books:  Does the programme include language and literacy activities?  <i>Language activities include daily story time, books and reading to children, talking and listening, encouraging conversation, a print-rich environment, and opportunities for drawing/writing. Many labelled pictures and materials are on view.</i>	1 Yes
		0 No
g_main > Curriculum > Language & Literacy > g_curric_5_1 <i>Group relevant when: \${curric_literacy_evidence} = 1</i>		
	curric_literacy_items <i>(required)</i>  Which of the following language and literacy-promoting items are in the classroom?  <i>Response constrained to: not(count-selected(.) &gt; 1 and selected(., 0))</i>	1 Appropriate books
		2 Writing implements and paper
		3 Labelled pictures and printed words on the classroom walls
		4 Children's emergent writing displayed in the classroom
		0 None
	curric_literacy_observe <i>(required)</i>  Which of the following language and literacy activities did you observe?  <i>Response constrained to: not(count-selected(.) &gt; 1 and selected(., 0))</i>	1 Storytime with active child participation
		2 Individual practitioner-child conversations (not including instructions)
		3 Children were asked to answer questions in an extended way

Field		Question	Answer	
			4	Rhymes and songs
			5	Group discussions e.g. of the current theme, or book they are reading
			6	Mark making (e.g. labelling items in drawings for children, children making 'shopping lists', writing down recipes)
			0	None
	comment_curric_literacy	Comment on language & literacy <i>Optional</i>		
g_main > Teaching Strategies				
g_main > Teaching Strategies > Free play				
	teach_play_choice <i>(required)</i>	During free play times, do children have free choice about what to play with and what materials to use? <i>Practitioners do not give instructions to children concerning their choice.</i>	1	Yes
			0	No
			-3	Not applicable. There was no free play during the observation period
	teach_play_count <i>(required)</i>	How many choices were the children able to make about where or how to carry out activities? <i>Question relevant when: \${teach_play_choice} = 1</i>	0	1-2 choices
			1	3 or more choices
	comment_teach_play	Comment on free play <i>Optional</i>		
g_main > Teaching Strategies > Staff Engagement				
	teach_engage_move <i>(required)</i>	Do staff move around and engage with children? <i>We are trying to see whether the practitioner just supervises the children or engages meaningfully to extend and support their learning. This is best observed during free play, small group activities, outdoor play, and any activity that is not specifically teacher-led or organised.</i>	1	Yes
			0	No (Interaction is largely supervisory)
	teach_engage_count <i>(required)</i>	How many different techniques to extend and support children's learning did you observe during staff-child engagements/interactions. <i>Techniques may include conversation in which children talk and practitioners listen, adding information, questioning, modelling how to do something, joining in play, allowing children to try things out, simplifying a task or suggesting a more advanced activity. This requires active engagement with children in what they are doing.</i> <i>Question relevant when: \${teach_engage_move} !=0</i>	0	1-2 techniques
			1	3 or more techniques
	comment_teach_engagement	Comment on staff engagement <i>Optional</i>		
g_main > Teaching Strategies > Group times				
	teach_participation <i>(required)</i>	How often were children able to contribute their ideas and participate at their developmental levels during large group times? <i>Group times are times when all the children are engaged in an activity organised by the practitioner (e.g. ring time, music, story, etc). Contributions should be more than just chanting a response to a question, instead, children should be asked to share their ideas and experiences or to imagine the next part of the story.</i>	0	Never
			1	Sometimes
			2	Many times
			-3	Not applicable. There were no group times during the observation period
	comment_teach_participation	Comment on group times <i>Optional</i>		
g_main > Teaching Strategies > Open-ended Questions				
	teach_questions_open <i>(required)</i>	Do staff ask open-ended questions to extend children's thinking and learning throughout the day? <i>Open-ended questions are those that go beyond a question to which there is only one answer. &lt;br/&gt;Open-ended questions encourage further thinking e.g. 'What do you think ....', 'Do you agree with ...?', 'Why?', 'Would you have done it differently? How?' Examples of closed-ended questions are: "What is this", and "What colour is this".</i>	1	Yes
			0	No
	teach_questions_count <i>(required)</i>	How many instances of staff asking open-ended questions did you observe? <i>Question relevant when: \${teach_questions_open} = 1</i>	0	1 instance
			1	2 instances
			2	3 or more instances
	comment_teach_questions	Comment on open-ended questions		
g_main > Teaching Strategies > Opportunities for independence				
	teach_independent_provide <i>(required)</i>	Do staff provide opportunities for children to develop autonomy/independence (encourage children appropriately to do things for themselves and to take initiative)? <i>Examples of helping children to be independent include encouraging them to dress themselves, pour juice, fetch paper, help tidy up and take initiative (trying things in different ways, suggest a game etc.).</i>	1	Yes
			0	No
	teach_independence_count <i>(required)</i>	How many instances of staff supporting children's autonomy/ independence did you observe? <i>Question relevant when: \${teach_independent_provide} = 1</i>	0	1 instance
			1	2 instances
			2	3 or more instances
	comment_teach_independence	Comment on opportunities for independence <i>Optional</i>		
g_main > Assessment for Learning and Teaching				
g_main > Assessment for Learning and Teaching > Child Observation				

Field	Question	Answer		
	assess_observation_book <i>(required)</i>  Ask the practitioner to show you any record of observations of child performance:  Is there an observation record or book?  <i>Observation books are unstructured where the practitioner notes down points of interest about individual children. E.g. that one is struggling with number identification, that the children were very interested in playing shop and can then use this information to plan follow-up learning activities.</i>	1	Yes	
		0	No	
g_main > Assessment for Learning and Teaching > Child Observation > g_assess_1_1 <i>Group relevant when: \${assess_observation_book} = 1</i>				
	assess_observation_use <i>(required)</i>  Is the book in regular use (at least once a week)?	1	Yes	
		0	No	
	assess_observation_evidence <i>(required)</i>  In the observation book, is there evidence that the practitioner plans activities to follow up and help children develop in areas where they are struggling?  <i>For example, additional targeted activities for fine motor skills could be cutting or tearing, and targeted activities for gross motor skills could be hopping or an obstacle course.</i>	1	Yes	
		0	No	
	comment_assess_observation <i>Optional</i>			
g_main > Assessment for Learning and Teaching > Recording progress				
	assess_recording_evidence <i>(required)</i>  Ask to see copies of any assessment forms, child progress, development records, or child portfolios:  Is there evidence of each child's progress being assessed or monitored in a standardised format?  <i>This is usually a checklist organised by developmental domain (e.g., gross motor, social, language etc.) or by an ELDA. This is typically play-based or observational, not a test.</i>	1	Yes	
		0	No	
g_main > Assessment for Learning and Teaching > Recording progress > g_assess_2_1 <i>Group relevant when: \${assess_recording_evidence} = 1</i>				
	assess_recording_regular <i>(required)</i>  Is monitoring or assessment done at least twice a year?	1	Yes	
		0	No	
	assess_recording_difficulties <i>(required)</i>  Are children with difficulties assessed or monitored more often (the practitioner does not wait for the assessment time to check how they are progressing).  <i>If you are unsure, ask the practitioner.</i>	1	Yes	
		0	No	
	comment_assess_recording <i>Optional</i>			
g_main > Gross Motor Materials and Activities				
	grossmotor_different <i>(required)</i>  Are there some gross motor materials and equipment to encourage the development of different motor skills?  <i>Motor skills include running, balancing, swinging, hopping, skipping, climbing, throwing and catching, managing wheel toys etc. This will mostly be outside but may be in any space where children can move freely.</i>	1	Yes	
		0	No	
	grossmotor_variety <i>(required)</i>  Is there a variety of both small and large equipment to promote different kinds of movement?  <i>Small equipment can include: skittles, beanbags, ropes, balls, and tyres. Large equipment can include fixed equipment such as climbing frames, swings and commando nets.</i>  <i>Question relevant when: \${grossmotor_different} =1</i>	1	Yes	
		0	No	
	grossmotor_integrated <i>(required)</i>  Are gross motor skills integrated into other parts of the daily programme?  <i>For example, children hopping during ring or music time.</i>	1	Yes	
		0	No	
	comment_grossmotor			
g_main > Observation Language				
	languages <i>(required)</i>  What languages did the practitioner speak with the children during the observation?  <i>Select all that apply.</i>	1	English	
		2	Afrikaans	
		3	isiZulu	
		4	isiXhosa	
		5	Sesotho	
		6	Setswana	
		7	isiNdebele	
		8	Sesotho se Leboa (Sepedi)	
		9	siSwati	
		10	Xitsonga	
		11	Tshivenda	
	language <i>(required)</i>  What language did the practitione mostly speak with the children during the observation?  <i>Question relevant when: count-selected( \${languages} ) &gt; 1</i>	1	English	
		2	Afrikaans	
		3	isiZulu	
		4	isiXhosa	
		5	Sesotho	
		6	Setswana	
		7	isiNdebele	
		8	Sesotho se Leboa (Sepedi)	
		9	siSwati	
		10	Xitsonga	
		11	Tshivenda	

Field	Question	Answer	
		97	Other
proportion_language <i>(required)</i>	How much of the time was [label_language] used during the observation?  <i>Question relevant when: count-selected( \${languages} ) &gt; 1</i>	3	Most of the time
		2	Half of the time
		1	Some of the time
Finish			
comment	Comments <i>Leave empty if nothing unusual or noteworthy occurred.</i>		
geopoint <i>(required)</i>	GPS <i>Position yourself outside the building/dwelling with a direct connection to the sky. If you struggle to get an accurate GPS location go to the Phone Settings-&gt;GPS and make sure that "GPS only" is selected.</i>		
label_enumerator <i>(required)</i>	Enumerator		
comment_distance <i>(required)</i>	You are 0m away from where the ELP is supposed to be. Please ensure that you selected the correct ELP at the beginning of the form. If you are confident that you are the right place please provide a reason for the distance before submitting the form.  <i>Question relevant when: \${distance} &gt; 100</i>		