

Centre Guidance for Onscreen Tests: Levels 2 & 3 BTEC Certificates in Children's Care, Learning & Development

Issue 1

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Purpose

This document is intended to provide centres delivering the *BTEC Levels 2 & 3 Certificates in Children's Care, Learning & Development* with information and guidance to help prepare learners for onscreen assessments.

This guidance includes information about the onscreen test delivery software and details about the format, structure and coverage of the tests - including some sample items.

Additional information on the units can be found towards the end of this document. This unit information should only be used in relation to onscreen testing and is not to be used for any other form of assessment.

Further guidance can be found at

www.edexcel.com/iwantto/Pages/onscreen.aspx?Source=/iwantto/Pages/default.aspx

Approval and registration

Centres must have approval to operate the programme. Please refer to the *Information Manual* which can be found on the Edexcel website, for further information. Approved centres will be contacted regarding installation of the relevant software. Registrations will be made by Edexcel Online. Registered candidates will then need to be entered for particular testing occasions.

Centres should ensure that learners are adequately prepared before each testing attempt. Please refer to the *Schedule of Fees* for information regarding fees.

Overview of Tests

The tests will operate on a test banking system. Where a group of learners is taking a test at the same time, different learners will be presented with different tests from the bank. At the end of the year all the tests will be reviewed and updated.

Each test will have a set number of questions each worth 1 mark. For Level 2 there will be 40 questions in the test to answer in 60 minutes. For Level 3 there will be 50 questions to answer in 60 minutes. The main question format is to choose the correct response from one of four answers, either through answering a question or completing a statement. There is no use of questions with more than one right answer.

No questions will require specific manipulation, such as "drag and drop" and there are no videos. Some images are used and may be presented in colour.

The tests may use images both for the context of a question (eg showing a situation) or for the answer options (eg selecting the correct sign). The learner will be asked to select the correct picture for the right answer.

Onscreen Test Delivery

Tests are available through the Edexcel Onscreen Testing System, which all centres will be required to install and use for the delivery of onscreen tests.

The Edexcel Onscreen Testing System has a useful help facility; assessors and invigilators should familiarise themselves with the screen and ensure that there is time for candidates to fully explore the information on the help screen before starting the test.

Centres requiring support in the installation and use of the Edexcel Onscreen Testing System should contact our Onscreen Testing team via email Onscreentesting@edexcel.org.uk or telephone 0870 240 9819 selecting option 1 for support.

Structure of each paper

For the purposes of assessment, all the content of the published specification will be considered to be open to testing in detail against any of the related indicative assessment statements. Each test will provide a broad test of key principles and typical situations found in a Children's Care, Learning & Development environment. Learners will be assessed across all the indicative assessment statements to provide adequate evidence of learning and achievement.

Tests need not be sequenced in the order of the criteria. No test item will rely on or directly follow on from another test item.

Candidates are advised to use the time allocated for the test carefully. All questions in the test should be attempted. Candidates are advised to use the "flag" facility to mark questions that they wish to return to when they have answered the other questions in the test.

After completing the test, each candidate will receive a score report which will show the candidate's individual strengths and weaknesses against the areas covered on the test. Unsuccessful candidates should use this information when revising to re-take the test.

Candidates who are unsuccessful will be eligible to re-take the test on the following day. However, it is strongly recommended that a period of revision against weak areas identified on the score report takes place before the test is attempted again.



Question types

The tests will be comprised of both recall and application question types.

Recall questions test the learner's knowledge of the subject area. They are typically lower level questions and as such there will be more recall questions on a Level 2 test than there will be on a Level 3 test. An example of a recall question is given below:

When should you prioritise work tasks?

Application questions test whether the learner can apply the knowledge of the subject area to a situation given in the question. These questions are higher level questions as they are testing more than just knowledge. As such, there will be more application questions on a Level 3 test than in a Level 2 test. An example of an application question is given below:

Time is running out on a project. What should you do?



Unit Content

The indicative assessment criteria can be found in the additional information on units which can be found towards the end of this document. This details the knowledge required in order for learners to be successful in the onscreen test. While all the knowledge can not be tested within one test, the different versions of the test will all cover this knowledge. Therefore it is essential that learners are deemed to have a full knowledge of the test specification content before being entered for the onscreen test.

To aid centres in preparing learners for the onscreen test, the additional unit information also contains some indicative statements against each learning outcome. These indicative statements can be used as a guide to the type of knowledge that the questions may cover in the onscreen test. However, they are indicative statements and as such are not exhaustive. They are illustrative and for guidance purposes only.

Learning Outcomes Level 2

Know and understand the values and principles of the sector	2 marks
Understand how the principles and values of the sector are interpreted in the reality of everyday work	5 marks
Unit 1 overall	7 marks
Know and understand how to support children's health and safety	3 marks
Know how to support procedures for children's safeguarding and protection	4 marks
Recognise how to support the provision of effective and high quality childcare environments	4 marks
Unit 2 overall	11 marks
Have a basic outline knowledge and understanding of the pattern of child and young person development from 0-16 years	5 marks
Recognise how to support child and young person development from 0-16 years in the developmental areas identified (above)	6 marks
Unit 3 overall	11 marks
Know and understand the importance of play for child and young person learning and development	5 marks
Know and understand how to support children's learning within early education frameworks	6 marks
Unit 4 overall	11 marks

Learning Outcomes Level 3

Know and understand the values and principles of the sector	1 marks
Know and understand how the principles and values of the sector are interpreted in everyday work	3 marks
Recognise how to protect and promote children's rights for equality and inclusion in the context of relevant legislation, policy and practice	3 mark
Know and understand how to protect and safeguard children from abuse	3 mark
Unit 1 overall	10 marks
Know and understand how to provide and promote a healthy, safe and secure environment for children	3 marks
Understand the concepts and methods of risk assessment as appropriate to the childcare environment	3 marks
Can identify the correct responses to emergency situations, accidents, injuries or illness to children	4 marks
Unit 2 overall	10 marks
Recognise the key features of a planned and effective childcare environment	4 marks
Know and understand how to plan for, provide and promote appropriate physical care that meet the needs of children	5 marks
Unit 3 overall	9marks
Have a detailed knowledge and understanding of the expected patterns of child and young person development in the age range 0-16 years	5 marks
Know how to promote development across this age range	5 marks
Unit 4 overall	10 marks
Know and understand how to provide effective and high quality early education	3 marks
Recognise the practitioner's role in promoting learning within early education frameworks	4 marks
Know and understand how children's achievements in early education are assessed and recorded	4 marks
Unit 5 overall	11 marks

Sample Questions

Level 2 Unit 1

L01	Who does an early years practitioner work in partnership with?
L02	Who are a child's first educators?

Level 2 Unit 2

L01	What is the best way to prevent cross infection?
L02	A child with bruises could be a victim of which type of abuse?
L03	What should be included in a diet for a child who is a Vegan?

Level 2 Unit 3

L01	What is an approximate physical development for a child aged 0-3 years of age?
L02	A method of observing children within the childcare setting is...

Level 2 Unit 4

L01	What is a type of children's play?
L02	What is a suitable community resources available for children's learning?

Level 3 Unit 1

L01	What is a principle of the Children's Care Learning and Development sector?
L02	Why is reflection of practice important?
L03	What is the best way to make sure childcare provision does not discriminate?
L04	What may be an indicator of emotional abuse?

Level 3 Unit 2

L01	What safety measure is essential when taking children on an outing from the setting?
L02	When must risk assessments be carried out?
L03	What must be included in a first aid box?

Level 3 Unit 3

L01	What is the most important reason for providing consistent care to babies and children under 3 years?
L02	What helps children aged 4-12 years develop independence in self-care?

Level 3 Unit 4

L01	Which theorist supports the constructivist approach to cognitive development?
L02	What is the best way for an adult to support communication development in babies?

Level 3 Unit 5

L01	What is the best way for practitioners to support young children who do not speak English at home?
L02	How can practitioners best promote early learning?
L03	How often should formative assessments on each child be completed?

Unit Information for Edexcel Level 2 BTEC Certificate in Children's Care, Learning and Development Multiple Choice Test

Unit 1: Principles and Values Underpinning the Care, Learning and Development Sector (30 GLH)

Unit content

1 Know and understand the values and principles of the sector (10 GLH)

Values of the sector

The welfare of the child is paramount: children are entitled to protection from neglect, abuse and exploitation; the welfare of the child is the first consideration; wherever possible children should be cared for by their families; the child's wishes should be taken into account when making decisions

The contribution of practitioners: practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision; practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators; the necessity to consider the values through all work with children; the need to evidence the values in everyday work

Principles of the sector: the needs, rights and views of the child are at the centre of all practice and provision; individuality, difference and diversity are valued and celebrated; equality of opportunity and anti-discriminatory practice are actively promoted; children's health and wellbeing are actively promoted; children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child; self-esteem, resilience and a positive self-image are recognised as essential to every child's development; confidentiality and agreements about confidential information

Different childcare settings: private nurseries; state nurseries; schools; different routines; timetables; staffing, policies and procedures.

Meeting children's needs: responding to children's needs in a manner appropriate to age and ability; placing the child's needs, right and views at the centre of practice

Equality, diversity and rights: how respect for equality, diversity and rights are inherent within practice that exemplifies the values and principles of the sector.

2 Understand how the principles and values of the sector are interpreted in the reality of everyday work (20 GLH)

Work practices: responding to children's needs (in a manner appropriate to age and ability); placing the child's needs, rights and views at the centre of practice (by observing, listening, questioning, consulting, offering choice, involving children and young people in decision making); ensuring accessibility and inclusivity for all children (with particular reference to the use of space, adapting the environment, use of play and learning activities); valuing of difference, individuality and diversity (in displays, activities and resource provision);

ensuring care routines are implemented appropriately (mealtimes, sleep/bedtime, toileting, washing/bathing); challenging those who make discriminatory comments (from practitioners or children, through actions, comments and practice, need to report to supervisors); ensuring that all health and safety regulations are met (working according to the policies and procedures of the setting, to ensure the safety and protection of children, all settings must have and must follow a health and safety policy)

Partnership with parents: working with and supporting parents and families (establish and maintain relationships, exchange information regularly, use of workshops or courses to empower parents); involving parents and families in the play and activities of children (ensuring parents feel welcome, regularly invite them into the setting, encourage participation); valuing adults' values and opinions (recognising their experience and skills, consulting and involving parents in decision making, being non-judgemental); importance of reassuring adults of the confidentiality of shared information and the limits of this (in relation to child protection, sharing observations, data protection, policies of settings).

Working with children: reflection of the values and principles of the sector in the environment; ensuring the physical environment meets the children's physical, social, emotional and intellectual needs; taking into account their different genders, needs and abilities including additional or special needs; use of the environment to promote positive images of people who can be discriminated against

Welfare of the child: preparation and maintenance of safe and healthy environments (indoor and outdoor, in settings and external trips); follow procedures for accidents, emergencies and illness (know how to respond to accidents, know how to evacuate the setting in an emergency, know how to respond to missing children, know how to keep records); support the safeguarding of children from abuse (know how to recognise abuse, know how to report abuse, know the policies and procedures of the setting, know how to enable children to keep themselves safe); allowing children to take risks and challenges within appropriate reason (know how to conduct risk assessments, awareness of hazards, involve children in assessing their own risk, provide appropriate challenges for individual children); supporting the development of self-esteem and resilience in children (through physical, social, emotional, communication and intellectual stimulation) and support (offering praise and encouragement, enabling independence, intervening appropriately)

Meeting children's needs: children's physical needs (food, warmth, cleanliness, rest, sleep, exercise, fresh air, sunlight, safety); children's emotional needs (continuity and consistency of care, affection, praise, security, socialisation, stimulation, independence); children's rights (United Nations Convention on the Rights of the Child); children's views (obtained by consulting with children, involving children in planning, following parent's wishes for their child); responding to children's needs in a manner appropriate to age and ability

Principles underpinning effective team working: treating all team members equally and inclusively, as individuals, with respect for their rights, privacy, dignity, culture, backgrounds and values; respecting confidentiality and the sharing of information according to the policy of the setting; being trustworthy, reliable, honest and straightforward; being able to challenge comments, actions and practice that are discriminatory; communicating with team members in a way that puts team members at the centre of interactions and without being patronising or rushed; dealing with conflicts and complaints; awareness of interactive styles of others; knowing roles and responsibilities; the contribution of effective team work in supporting work with children, parents and families

Relationships within the team: differences between work and personal relationships (professional relationships which involve respect, encouraging all to contribute, respecting confidentiality, valuing experience and qualifications); barriers and problems in developing relationships and how to overcome these (listen, avoid blame, take responsibility for yourself); effects of work priorities on team members (stress, overworking, others not being able evaluate own performance); awareness of own strengths and weaknesses as a worker and team member (reflecting on own practice); use of sources of support and advice (members of your team, managers, colleagues from your own setting or others, members of a network, appraisals and performance reviews).

Meeting values in the job role

Recognise legal and organisational requirements on equality, diversity, discrimination, confidentiality, protection from danger and harm: Human Rights Act 1998; Data Protection Act 1998; Disability Discrimination Act 1995; Race Relations (Amendment) Act 2000; The Children Act 1989 (Amended 2004); The Convention on the Rights of the Child 1989; Sex Discrimination Act 1975; understand that each setting will have policies and procedures related to these legal requirements

Relevant codes of practice and conduct, standards and guidance: know responsibilities in meeting the outcomes of Every Child Matters (staying safe, being healthy, enjoying and achieving, making a positive contribution, achieving economic well-being); know Statutory Framework for Early Years Foundation Stage;

Own role, responsibilities and accountabilities: recording, reporting and sharing information; the importance of reflecting on own practice; arrangements for own supervision and appraisal and professional development (training programmes or courses, seminars, information days, conferences, exhibitions, study time, reading); informing others of own activities (for example, feeding back during team meetings)

Learning Outcomes	Illustrative Assessment Statements
<p>1 Know and understand the values and principles of the sector</p>	<ul style="list-style-type: none"> • Explain what is meant by the term ‘the welfare of the child is paramount’ • Identify an important principle of the children’s care, learning and development sector • Explain how practitioners can contribute to the development of a child • Identify one example of a childcare setting
<p>2 Understand how the principles and values of the sector are interpreted in the reality of everyday work</p>	<ul style="list-style-type: none"> • Explain how you would value difference, individuality and diversity in a childcare setting • Explain how you would work in ‘partnership with parents’ • Describe how you can work effectively with children • Identify a physical need of children. • Identify an underpinning principle for effective team work. • Identify barriers that may prevent good team relationships. • Identify a source of support and advice for an early years practitioner.



Unit 2: Supporting the Provision of Safe and Effective Childcare Environments (60 GLH)

Unit content

1 Know and understand how to support children's health and safety (20 GLH)

Recognising laws governing safety: Health and Safety at Work Act, 1974 (in relation to food preparation, buildings, equipment and working practices); Control of Substance Hazardous to Health (COSHH) Regulations (2002); The Food Safety (General Food Hygiene) Regulations (Department of Health 1995); Manual Handling Operations Regulations (1992); Smoking ban (UK wide for indoor public places); requirements of regulatory authorities of Home Country

Standards for each type of setting: Early Years Foundation Stage (EYFS) standards including provision of suitable premises, environment, equipment; suitable people; welfare requirements; ; out of school care standards; requirements of regulatory authorities of home country; keeping of up-to-date information; authorised access to premises

Specified adult:child ratio: children under 2 in early years setting (one member of staff for every three children); children aged two (one member of staff for every four children); children aged three and over when QTS present (one member of staff for every 13 children); children aged three and over when no QTS present (one member of staff for every eight children); out of school care children 3-7 (one adult for every eight children, minimum of two adults, maximum group size 26)

Risk assessment: concept of risk assessment (assessing hazards - a situation that could potentially be harmful, assessing risk - a probability that someone will potentially be harmed as a result of the hazards, taking action to reduce risk, that all risk may not be removed completely if, with adult support, it will help to challenge children appropriately); implementation in childcare settings (identification of hazards, evaluate risks, decide on precautions, record and implement findings, review, use of checklists, audits)

Safe use of equipment and materials: conformity to manufacturers' instructions (safety symbols including British kite mark, CE and Lion Mark) and policies of setting; checking to ensure hygiene and safety at the start, middle and end of the day; reporting faults; use of safety equipment (safety gates, socket covers, window and door catches, cooker guards, safety harnesses, finger guards on doors); safety with animals, plants, sandpits, water and outdoor spaces

Principles of cross-infection: spread of infection from one individual to another; can occur directly by breathing in contaminated air, touching infection with broken skin, kissing, sexual contact, injection of contaminated product; can occur indirectly through contaminated food or drinks, insects, animals, touching object that has been contaminated by another person

Good hygiene practice: ways to prevent cross-infection (hand washing, food preparation, environmental cleaning, disposal of waste, ventilation, isolating people with infections, use of gloves and aprons); disposal of waste (use of

separate bins for nappies, food wastes, sanitary towels); food handling (handling of children's food should be supervised by a member of staff who has a basic food hygiene certificate, hand washing before handling food and after touching raw meat, cover cuts, keep surfaces clean); handling body fluids (follow procedures of setting, Blood, Faeces, Nasal and Eye Discharges, Saliva and Vomit must be cleaned up immediately, wear disposable gloves, do not get any of the fluid you are cleaning up in eyes, nose, mouth or any open sores, clean and disinfect any surfaces on which body fluids have been spilled, discard fluid-contaminated material in a plastic bag along with the disposable gloves, the bag must be securely sealed and disposed of according to local guidance); issues concerning the spread of HIV and hepatitis (correct procedures to be followed for dealing with blood spillages and waste to protect everyone, information about anyone infected with HIV or hepatitis is confidential); encouraging good hygiene practice in children (correct hand washing technique, after toilet/nappy changing, nose wiping, playing outside, before eating, provide warm water, liquid soap, paper towels, adult role model, praise, encouragement);

Layout and organisation of furniture and fixtures: size and position (height of the tables and chairs appropriate to children's size, avoid blocking exits, keep play area clear); adaptation to ensure children's safety according to their needs, age and abilities (taking disabilities into consideration, limit hazards for children with visual disabilities, apply consistent and fair boundaries/rules regarding use of furniture and fixtures); safe outdoor areas (with equipment which meets British safety standards)

Supervision: safe supervision according to children's age, needs and abilities (follow policies of setting with regard to use of safety equipment, observation to identify individual stage of physical development, understand individual ability of each child to recognise hazards and assess risk for themselves); balancing safety, risk, challenge and protection; ensuring adult:child ratios are instigated (both indoor and outdoor)

Personal safety and safety of others: own (know and follow policies of setting for moving and lifting, providing personal care, hygiene) and children's (encourage children to recognise hazards and assess risks, follow safety rules such as walking instead of running, how to use scissors and sharp objects, rules on climbing equipment, personal hygiene rules such as hand washing, coughing, disposal of tissues); safety on outings (full risk assessment, written permission from parents, higher adult:child ratio, consideration of individual needs, take safety equipment such as first aid, telephone, parent contact details, insurance cover for vehicles)

Accidents and emergencies: basic first aid; recognition and response to emergencies (choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns); recognition and response to minor injuries (bumps, grazes); ability to carry out resuscitation, knowing why, how and in what circumstances; ensuring that self and others are not put at unnecessary risk; provide comfort and reassurance; paediatric first aid knowledge for those working with children under eight years to include foreign bodies in eyes, ears and nose, choking, febrile convulsions

First aid box: location and contents (must be easily accessible by all members of staff, contents checked and replaced regularly); minimum contents (disposable gloves, individually wrapped sterile adhesive dressings, sterile eye pads, triangular bandages, safety pins, different sized wrapped sterile wound dressings,

no antiseptic lotions creams, ointments); qualified first aiders in each setting; signs on first aid box (white cross on a green background).

Illness: policies (Health and Safety Policy, exclusion policy for children with certain conditions); procedures for dealing with children who become ill during session (medicines policy, notifying parents of outbreaks of infection, reporting notifiable diseases, head lice policy); recognition of illness and allergies (for example fever, rashes, headache, crying, breathlessness, pallor); implications for diet and development; safety posters which may be found in settings (to show examples of illnesses- what to look for and what to do)

Following policies and procedures for safety, accidents and emergencies: for example fire, security, missing children (information will be found in the settings health and safety policy); why they should be followed (to ensure safety of the children); why it is important to remain calm (helps children to remain calm, allows children and staff to act quickly and quietly); follow instructions about children's diets and allergies; calling for assistance when required; maintaining the safety of others; providing reassurance and comfort; reporting and recording procedures (accident book, reporting to parents, always reporting staff accidents or injuries).

2 Know how to support procedures for children's safeguarding and protection (20 GLH)

Child protection policies: the role of the child protection officer (to make sure correct procedures are in place, to protect members and those in a position of responsibility, to raise awareness of child protection issues, to implement policy, to deal with incidents if they arise); use of outside agencies to support children (counsellors, advocates, ContactPoint, Local Safeguarding Children's Boards)

Recognise legislative framework: Children Act, 1989 (welfare of the child is paramount, local authorities are charged with identifying children in need and to safeguard them, allocates parental responsibility); Children Act, 2004/Every Child Matters (establishment of the Children's Commissioner to raise awareness of the best interests of children and young people across the UK, in England the Local Authorities have a duty to promote cooperation between agencies to improve children's well-being and must set up Local Safeguarding Children's Boards); Bichard Enquiry and Act, 2004 (set up by the Home Secretary to urgently look into child protection issues, to assess the record keeping procedures and vetting practices)

Children's safeguarding procedures: it is important to follow the procedures of childcare setting; response to Disclosure (listening carefully and attentively, taking the child seriously, communicating at the child's own pace without undue pressure, reassuring and supporting the child, informing the child that the information cannot remain confidential, promptly following procedures)

Supporting children who show signs and symptoms of abuse

Possible indicators of physical abuse: physical (unexplained bruises, welts, lacerations, clustered marks, teeth marks, unexplained burns, unexplained fractures/dislocations); behavioural (wary of adults, fear of physical contact,

reluctant to undress in setting, afraid to go home, extremes of behaviour such as aggressive or withdrawn)

Possible indicators of emotional abuse: language delay; speech disorders; failure to thrive; sleep disorders; crying; complaining of abdominal pain; behavioural (developmental delay, hyperactive behaviour, withdrawn, low self-esteem, demanding, aggressive, too well mannered, poor attention span, inhibited play, poor peer contact, nervous)

Possible indicators of sexual abuse: physical (difficulty walking or sitting, pain or itching in genital area, pain on urination, torn or blood-stained clothing, bedwetting, eating disorders); behavioural (regressive behaviour, fears, nightmares, phobias, depression, anger, age-inappropriate sexual play, unusual sexual behaviour or knowledge, sexualised drawings)

Possible indicators of neglect: physical (underweight or poor growth, constant hunger, poor physical hygiene, frequent accidents, persistent infections); behavioural (inactive, rocking, head banging, frequent absence from setting, inappropriate clothing for the weather)

Awareness: encourage children to be aware of their own bodies (provide age appropriate activities, young children - learn names of body parts, relationship between people's size and power, acceptable and unacceptable touches, use of personality dolls, learn to say 'no', older children - practice saying 'no' in role play, understand the difference between safe and unsafe secrets/bribes, develop empathy through use of stories); understand their rights not to be abused according to their age; needs and abilities;

Confidentiality: appropriate and effective sharing of information according to policies and procedures (Data Protection Act, 1998)

3 Recognise how to support the provision of effective and high quality childcare environments (20 GLH)

Basic principles of a well thought-out, planned and organised environment: secure exit doors; consider lighting, heating, ventilation; exits and fire exits kept clear; welcoming environment (displays of children's work and activities, display of posters); space to move between activities; consider access for all children; organise equipment to enable children to choose resources; activities to encourage independence, decision making, responsibility; provide variety of activities and resources; outdoor environment (safe fencing/gates, variety of surfaces, covered area to enable use in all weathers)

Variation in environment according to children's ages, needs and abilities within age ranges 0-3 years: provide sleep room for babies; provide quiet, comfortable area such as carpet with cushions; safety equipment (gates, socket covers, radiator guards); toys/equipment suitable for under threes (no small pieces, attractive displays at child height, child-sized furniture, arrange furniture and equipment to allow movement of children and adults between activities, open shelving with picture and word labels to enable choice, arrange furniture to encourage both small group and individual play, hard surfaces outdoors for wheeled toys, safe surfaces under climbing equipment, area for digging/growing, provide an area of protection from the sun such as a gazebo or tent)

Variation in environment according to children's ages, needs and abilities within age ranges 4-7 years: child-sized furniture; quiet area for restful activities and reading; carpeted area for group activities; storage of equipment to enable children to help to get out and put away indoor and outdoor equipment; labelling of shelving/storage; provide an area of protection from the sun such as a gazebo tent

Variation in environment according to children's ages, needs and abilities within age ranges 8-12 years: storage of equipment to enable children to get out and put away without help; area for quiet activities; comfortable seating/cushions

Variation in environment according to children's ages, needs and abilities within age ranges 13-16 years: encourage and enable young people to take responsibility for planning own activities and organising own environment

Preparation and maintenance of the physical environment: effective use of space to provide activities and play environments for children both indoors and outdoors; set out furniture, equipment and resources safely; ensure entrances, exits and fire exits are not obstructed; monitor the use of space before, during and after a days' session; ensure environment is properly heated and ventilated

Children's needs: ensure appropriateness of the environment, including the play materials and equipment to the ages, developmental stages and any special or additional needs of the children; ensure that the environment is accessible and inclusive for all children (including those with additional needs and special needs)

Stimulating environment: use of visual and tactile displays to provide a positive learning experience for children and to promote positive images of people (celebrating individuality, differences and diversity) in accordance with the values and principles of the sector; involvement of children in preparing and maintaining displays; help display children's work in ways that encourage them and promote self-esteem (interactive displays, birthday charts); use of senses (different colours, music and sounds, scents and aromas to provide an interesting and exciting environment)

Nature of environment: regular environmental planned changes to stimulate children's interests; sufficient flexibility, variety and choice of resources for play or personal interests according to children's ages, need and abilities (linking play activities to themes/seasons e.g. seaside theme, planning- thematic and non-thematic planning to make regular changes to the learning environment); encouraging children's active involvement in decisions about their environment and finding out what they want in their environments (involving children in the planning)

Building confidence and resilience: recognition, praise and acknowledgement of all children's achievements (giving stickers, certificates or smiling to encourage them); helping children to make progress and achievements appropriate to their age, needs and abilities; encouraging participation in activities; being aware of the relationship between self-esteem, confidence and resilience, helping children to be positive about their own cultural backgrounds

Change and consistency: providing reassurance, explanations and comfort for any changes in the environment; the effects of security and reassurance on children's confidence (children may feel unnerved by changes in the environment); recognising insecurity and anxiety (upset/crying children); understand the effects of change on children and helping them to manage

Socialising: provide an environment that encourages children to socialise with each other and with adults; informal games and play opportunities to stimulate

and encourage children (the use of play houses, tents and dens for small group social activities)

Behaviour: how to encourage positive behaviour (by giving rewards, praise and encouragement); how to respond to challenging behaviour (by remaining positive, praising examples of positive behaviour); observe different strategies (individual policies in settings)

Routines: importance of consistency in children's development (children rely on routines; feel secure in knowing what will come next); help implement consistent routines for children (following a timetable, includes routines for nappy changing, milk time, toileting), variations in routines to meet different ages, needs and abilities

Balance: importance of providing physical play (social times, noisy times and messy times, allowing children to experiment and learn through their play); need for quiet times (to calm and relax children, to avoid children becoming over stimulated by constant activity, may include soothing music or deep breathing)

Provision of food and drinks: understand the basic nutritional needs of children (nutritionally balanced meals and snacks, encouragement of healthy eating, provision of drinking water); different food groups (bread/cereal/potatoes, fruit and vegetables, meat, fish and alternatives, milk and dairy, foods containing fat and foods containing sugar); effects of poor diet (failure to thrive); cultural variations (eating habits, diet restrictions, vegetarian and vegan diets); different types of food allergies (gluten, nuts, lactose, eggs); importance of following the procedures of the setting to protect children; importance of supporting children's food preferences careful recording of details of individual dietary requirements/food to be avoided from parents, information clearly displayed to all preparing and serving food, careful labelling, information regularly updated with parents, details of triggers to be avoided, details of emergency treatment for allergic reaction displayed; basic information about safe food handling

Children's personal care: supporting children in the use of toilet; hand-washing; care of skin and hair; development and care of teeth, dressing and undressing, (depending on age) practising zips, buttons and laces, wearing appropriate clothing for different weathers, sun safety- wearing sun glasses, hats and cream

Babies and children under three years: feeding; routine care; play activities; Communicating; interpreting needs; responding

Learning Outcomes	Illustrative Assessment Statements
<p>1 Know and understand how to support children's health and safety</p>	<ul style="list-style-type: none"> • Identify the laws which govern safety in childcare environments • Describe the concept of a risk assessment • Describe ways to prevent cross-infection • Explain the typical contents of a first aid box • Explain why it is important for a practitioner to remain calm during a time of emergency
<p>2 Know how to support procedures for children's safeguarding and protection</p>	<ul style="list-style-type: none"> • Explain how you would deal with a child who discloses information to you. • Identify the legislation that is appropriate for safeguarding children • Describe the possible indicators of physical abuse. • Explain the role of the child protection officer • Describe how you would encourage children to be aware of their bodies
<p>3 Recognise how to support the provision of effective and high quality childcare environments</p>	<ul style="list-style-type: none"> • Identify ways to make children's learning environments stimulating in order for them to learn and develop. • Describe how you can you build children's confidence. • Explain how you would encourage positive behaviour. • Describe how you would encourage children to socialise. • A balanced diet is important for children. Explain the effects of a poor diet in a child aged 3-4 years old • Identify one important food group

Unit 3: Supporting Child and Young Person Development (60 GLH)

Unit content

1 Have a basic outline knowledge and understanding of the pattern of child and young person development from 0-16 years (30 GLH)

Main principles of children's development: holistic and interconnected (areas of development do not happen independently); different rates of development but broadly the same sequence

Stages and sequences: normal ranges of development (normative measurements for different areas of development including physical social, emotional, cognitive, language)

Physical development

Aspects of physical development: gross motor skills (movements made with the whole limb; large movements); fine motor skills (movements that require coordination of fingers and thumbs to carry out small tasks); size (height, weight and shape); onset of puberty (physical changes during adolescence)

Indicators of physical development for 0-3 years: birth reflexes (walking, Moro, head lag, grasp); 3 months (head control when held sitting, lifts head when prone, finger play); 6 months (can roll from front to back, may roll back to front, can sit with support with straight back, reaches for toys, uses palmar grasp, puts objects in mouth); 9 months (may crawl or bottom shuffle, can pull to stand holding on, sits unsupported); 1 year (walks holding onto furniture, may walk alone, uses pincer grasp, can release object, claps hands, points); 18 months (walks confidently, can squat, can push wheeled toys, can walk upstairs holding adult's hand, begins to use tripod grasp to scribble crayon); 2 years (pushes trike along with feet, runs, stops and starts, can climb onto furniture, can draw circle, lines and dots, can turn pages of book, build tower of 6 bricks); 3 years (can stand and walk on tiptoe, can kick a ball, good spatial awareness, rides a trike using pedals, controls pencil in preferred hand, can cut with scissors, can thread large beads onto lace, build tower of 9 bricks)

Indicators of physical development for 4-7 years: 4 years (climbs trees, ladders, play equipment, walks up and down stairs one foot on each step, can catch, throw, bounce ball, hit with a bat, can build 10 or more brick tower, able to button clothes, close zips, mature grasp of pencil); 5 years (can hop and run on toes, dance to music, walk along a thin line, use a swing, dig, can draw a person with head, trunk, legs, eyes, nose and mouth, can sew large stitches); 6 years (can ride two-wheeled bicycle, can make a running jump, kicks a football 3-6 m, can catch a ball with one hand from 1 m); 7 years (hops well, expert on 2 wheeled bike, jumps form 4 steps, can draw a diamond, sews neatly, joins letters)

Indicators of physical development for 8-12 years: increasing physical skills and competence-run faster and further; ball games; skilful on bike; swimming/diving; dancing, gymnastics; able to use smaller tools; fine brushes; craft knives; physical signs of puberty may begin

Indicators of physical development for 13-16 years: physical changes of puberty; increasing confidence with physical skills; able to make judgements about hazards and risks

Emotional and social development

Aspects of emotional and social development: attachment theory (developed by Bowlby, that a child has an innate need to attach to one primary attachment figure, development of multiple attachments is possible during development); development of self concept (a sense of personal identity, confidence, occurs because of reactions and comments from other people); pro-social behaviour (helpful behaviour intended to help another person); moral development (knowing right from wrong; children start to make moral decisions quite late in childhood)

Theories: Schaffer (found that most children form their first attachment at 6-8 months, fear of strangers follows one month later); Mead (that children use 'play' to act out the roles they observe in adult society, thereby developing understanding); Cooley ('looking-glass self' theory, at first infants make no distinction between themselves and others, as they mature the concept of self develops); Freud (three parts of our personality that develop, The id, ego and superego); Social Learning Theory (learning by watching others)

Development of aggression: issues which may have led to the child's aggression; managing unwanted behaviour (in a positive way, through conditioning, reinforcement, imitation, roles and models);

Relationships: family relationships and different family structures (including siblings); development of play, friendships, peer groups (effect they might have on a child's behaviour particularly when reaching puberty)

Communication and intellectual development

Aspects of communication and intellectual development: studies of children's perception, thought and problem solving; development of literacy, numeracy, IT capabilities, scientific thinking; speech development (development of reception, expression and early speech patterns, smiling, 'motherese' conversations, 'babbling', sentence construction, later language development, group expressions)

Theories: Piaget (cognitive development theory, that children build up their schema/thoughts according to their experience of the world), Vygotsky and Bruner (constructivist, role of adults in children's learning, important that adults observe and plan); Chomsky (nativist theory, that the ability to learn language is inborn)

Factors affecting growth and development: motivation; adult expectations; health status; genetic inheritance; gender; family background; social; cultural; financial; economic and environmental background; agencies working for and with children and young people; the effects of disability or sensory impairment; the effects of discrimination

Maturation: role of maturation in children's development; importance of prior experiences and need for realistic adult expectations; bodily and behavioural changes that may occur

2 Recognise how to support child and young person development from 0-16 years in the developmental areas identified in (1) (30 GLH)

Assessment: how children are assessed (different types of assessment from birth until a child enters a setting, formative and summative assessment, observations, health visitor assessments, baseline assessments); use of assessment (to become aware of children's needs, to check children's development, to provide information to parents/professionals, to consider reasons behind children's behaviour); observation as the basis for planning (use of checklists, written records, time samples, event samples); use of growth and development charts which show the stages of development

Participation: how to contribute ideas and suggestions to support planning (planning as a team, ensuring plans are implemented, ensuring concerns about a child's development are referred)

Supporting development

0-3 years - how to: provide a warm, safe, secure and encouraging environment in partnership with families; adapting the environment and activities to enable all children including those with additional and special needs to take part equally; develop a close relationship with children; support development through everyday care routines and learning activities; use different ways of verbal and nonverbal communication to meet all children's needs (talking, listening, turn-taking, eye contact, songs, rhymes and, support early interest in reading and mark making); play with and alongside children giving sensitive support; help children cope with their feelings and when they change settings; support toilet training sensitively (knowing when children are ready to be toilet trained, requires both mental and physical ability); respond supportively to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs

4-7 years how to: provide a safe, secure and encouraging environment in partnership with children and their families; adapting the environment and activities to enable all children to take part equally; use age-appropriate activities, materials and experiences to support learning and development; allow children to assess and take risks without under or over protection; develop a close and consistent relationship with children; support play and learning activities; use different ways of verbal and nonverbal communication to meet all children's needs (talking, listening, turn-taking, eye contact, songs, rhymes); be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs

8-12 years how to: provide a safe and secure environment (physical and emotional); provide opportunities for exploration and different experiences; stand back and allow children to assess, take risks and face challenges for themselves according to their abilities; needs and stage of development; give meaningful praise and encouragement; be a listening ear when needed; support children as they move between settings; recognise and acknowledge children's particular needs as they enter puberty and ensure that the needs of all children are being met including those with disabilities or special educational needs

13-16 years how to: support children's development and learning by encouraging exploration and different types of experience; encourage positive

communication; being available to support, listen and encourage; support opportunities for children to assess and take risks and face challenges; give meaningful praise and encouragement; recognise and acknowledge children's particular needs as they enter puberty and adolescence into adulthood and ensure that the needs of all children are being met including those with disabilities or special educational needs



Learning Outcomes	Illustrative Assessment Statements
<p>1 Have a basic outline knowledge and understanding of the pattern of child and young person development from 0-16 years</p>	<ul style="list-style-type: none"> • Identify an important aspect of physical development • Describe possible indicators of physical development for a child aged 2 years • Identify factors which may affect a child's growth and development. • Identify early indicators of speech development • Identify behavioural changes which may occur as a child matures.
<p>2 Recognise how to support child and young person development from 0-16 years in the developmental areas identified in (1)</p>	<ul style="list-style-type: none"> • Describe methods of assessment are carried out on children. • Explain how observations of children may be carried out and recorded. • Describe how you might support a child's learning and development in 0-3 age range. • Explain how you might support a child's learning and development in 13-16 age range. • Identify indications you might notice, which tells you a child is ready to be toilet trained. • Describe how you might support and communicate effectively with a child age 13-16 years of age.

Unit 4: Supporting Children's Play and Learning (60 GLH)

Unit content

1 Know and understand the importance of play for child and young person development (30 GLH)

Understand play: different types of play (physical, manipulative, imaginative); use of basic materials (sand, water, wood); exploratory play (cooking, gardening, objects of interest); imaginative and creative play; the right to play (as mandated by the UN Convention on the rights of the child); importance of role of play in children's development and learning (social and emotional development, children learn and experiment through their play); problem solving; mathematical and scientific concepts; ICT; development of play as children grow older (play changes as children go through different stages of development)

Benefits of physical play: all round benefits (emotional, physical to include gross motor and manipulative skills, social); sporting activities and games for older children (to improve team-working skills, physical exercise), music and dance (to express feelings)

Benefits of social and emotional play: social and emotional development; communicative/language development; expressing own needs in the play environment; awareness of the needs of others; games for older children; use of and importance of music

Benefits of intellectual play: learning and thinking (to develop concentration, attention span, numeracy and literacy skills, IT skills, problem solving skills)

Age ranges: 0-3 years; 3-7 years; 7-12 years and 12-16 years

2 Know and understand how to support children's learning within early education frameworks (30 GLH)

Encouragement: encourage children to explore and choose play and learning opportunities for themselves, to adapt ideas and resources according to their needs; avoidance of stereotyping in play; including imaginative play according to the requirements of the setting; exploration of the feelings and roles of others through imaginative play (mark-making, painting, drawing, modelling and printing); encourage all children, who can and wish to take part in physical play; include those who experience difficulties in movement; taking part in physical play using their whole bodies; taking turns and considering others; development of fine motor skills by providing appropriate materials and activities eg threading, small construction; encouraging children to explore and investigate; indoor and outdoor resources including ICT; engage children's curiosity by providing interesting and stimulating activities and experiences; showing own interest in exploring and investigating; providing opportunities for exploration and different experiences for older children; taking risk; the under and over-protection of children. Encouraging children "to have a go" and not be afraid of failure by giving them praise for trying; encourage them to adapt ideas and resources to meet their individual needs and in order to support their development in bilingual and multi-lingual settings (not stifling children's curiosity, problem solving and exploration)

Resources: provision and selection of a range of materials, equipment and props to support imaginative and creative play, physical play, communicative and intellectual play (games, books, water, sand, outdoor areas, quiet areas, listening centres, paint, small worlds/dolls houses, puzzles, music, construction electronic equipment for older children including computers); find out about resources available for nurseries and schools in catalogues; community resources (sports facilities, libraries, quiet times and places for children and young people who need these)

Supervision: supervise children's play and learning activities, being available but not intrusive; offer new ideas and resources or alternatives; enable accessibility for all children and young people including those with additional needs and special educational needs; encouragement and stimulation of play and learning activities; setting ground rules for play and other activities; ensure that all play/learning activities are suitable for the child's age, needs and abilities; supervise physical play without under or over protection; ensure effective use of space; suitability for child's age, needs and abilities

Involvement: take part in play with children if this is what they want; allow children to develop their own play/learning ideas without over or under protection; ensure there is enough time and adequate resources to enable children to develop and deepen play and learning according to their interests; Adult role in all areas of developmental learning, as a facilitator-to expand and extend the child's learning by encouraging and supporting them.

Intervention: enable children's imaginative play/activities to flow freely, following the children's interests and the settings requirements; without adult intervention unless requested by the children or when additional ideas or resources are needed

Curriculum: Early Years Foundation Stage (EYFS) (supports children from birth to 5 years, links up 'Birth to 3 Matters' and 'Foundation Stage', areas of learning and development include personal, social and emotional development, communication language and literacy, problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development, creative development); Key Stage 1 (supports children in England aged 6-7 years, core subjects are English, Mathematics and Science); Foundation Phase (supports children in Wales aged 3-7 years); the relation of different aspects of play to relevant curriculum Frameworks;

Learning Outcomes	Illustrative Assessment Statements
<p>1 Know and understand the importance of play for child and young person development</p>	<ul style="list-style-type: none"> • Identify different types of play • Explain the importance of play for a child’s learning and development • Describe the benefits of intellectual play for child and young person development • Describe the benefits of physical play for children • Outline the benefits of intellectual play for children.
<p>2 Know and understand how to support children’s learning within early education frameworks</p>	<ul style="list-style-type: none"> • Explain how you would encourage a child to choose play activities. • Explain how you would encourage children to explore and investigate • Describe how you would encourage children to “have a go” without worrying about failure. • Identify typical resources which may be found in an early years setting • Identify suitable community resources available for children’s learning • Describe the adults role as a supervisor • Explain the considerations for an adult when taking part in play with children • Describe the relationship between play and appropriate curriculum frameworks

Unit Information for Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development Multiple Choice Test

Unit 1: Principles and Values Underpinning Work With Children and the Protection and Promotion of Children's Rights (60 GLH)

Unit content

1 Know and understand the values and principles of the sector (5 GLH)

The welfare of the child is paramount: children are entitled to protection from neglect, abuse and exploitation; the welfare of the child is the first consideration; wherever possible children should be cared for by their families; the child's wishes should be taken into account when making decisions

The contribution of practitioners: practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision; practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators; the necessity to consider the values through all work with children, the need to evidence the values in everyday work

Principles of the sector: the needs, rights and views of the child are at the centre of all practice and provision; individuality, difference and diversity are valued and celebrated; equality of opportunity and anti-discriminatory practice are actively promoted; children's health and well-being are actively promoted; children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child; self-esteem, resilience and a positive self-image are recognised as essential to every child's development; confidentiality and agreements about confidential information

Different childcare settings: private nurseries; state nurseries; schools; different routines; timetables; staffing, policies and procedures.

Meeting children's needs: responding to children's needs in a manner appropriate to age and ability; placing the child's needs, right and views at the centre of practice

Equality, diversity and rights: how respect for equality, diversity and rights are inherent within practice that exemplifies the values and principles of the sector

2 Know and understand how the principles and values of the sector are interpreted in everyday work (20 GLH)

Work practices: responding to children's needs (in a manner appropriate to age and ability); placing the child's needs, rights and views at the centre of practice (by observing, listening, questioning, consulting, offering choice, involving children and young people in decision making); ensuring accessibility and inclusivity for all children (with particular reference to the use of space, adapting the environment, use of play and learning activities); valuing of difference, individuality and diversity (in displays, activities and resource provision); ensuring care routines are implemented appropriately (mealtimes, sleep/bedtime, toileting, washing/bathing); challenging those who make discriminatory comments (from practitioners or children, through actions, comments and practice, need to report to supervisors); ensuring that all health and safety regulations are met (working

according to the policies and procedures of the setting, to ensure the safety and protection of children, all settings must have and must follow a health and safety policy)

Partnership with parents: working with parents and families (establish and maintain relationships, exchange information regularly, use of workshops or courses to empower parents); involving parents and families in the play and activities of children (ensuring parents feel welcome, regularly invite them into the setting, encourage participation); valuing adults' values and opinions, (recognising their experience and skills, consulting and involving parents in decision making, being non-judgemental); importance of reassuring adults of the confidentiality of shared information and the limits of this (in relation to child protection, sharing observations, data protection, policies of setting)

Working with children: reflection of the values and principles of the sector in the environment; ensuring the physical environment meets the children's physical, social, emotional and intellectual needs; taking into account their different genders, needs and abilities including additional or special needs; use of the environment to promote positive images of people who can be discriminated against

Welfare of the child: preparation and maintenance of safe and healthy environments (indoor and outdoor, in settings and external trips); follow procedures for accidents, emergencies and illness (know how to respond to accidents, know how to evacuate the setting in an emergency, now how to respond to missing children, know how to keep records); support the safeguarding of children from abuse (know how to recognise abuse, how to report abuse, know the policies and procedures of the setting, know how to enable children to keep themselves safe); allowing children to take risks and challenges within appropriate reason (know how to conduct risk assessments, awareness of hazards, involve children in assessing their own risk, provide appropriate challenges for individual children); supporting the development of self-esteem and resilience in children through physical, social, emotional, communication and intellectual stimulation and support (offering praise and encouragement, enabling independence, intervening appropriately)

Meeting children's needs: children's physical needs (food, warmth, cleanliness, rest, sleep, exercise, fresh air, sunlight, safety); children's emotional needs (continuity and consistency of care, affection, praise, security, socialisation, stimulation, independence); children's rights (United Nations Convention on the Rights of the Child); children's views (obtained by consulting with children, involving children in planning, following parent's wishes for their child);

Principles underpinning effective team working: treating all team members equally and inclusively, as individuals, with respect for their rights, privacy, dignity, culture, backgrounds and values; respecting confidentiality and the sharing of information according to the policy of the setting; being trustworthy, reliable, honest and straightforward; being able to challenge comments, actions and practice that are discriminatory; communicating with team members in a way that puts team members at the centre of interactions and without being patronising or rushed; dealing with conflicts and complaints; awareness of interactive styles of others; knowing roles and responsibilities; the contribution of effective team work in supporting work with children, parents and families

Relationships within the team: differences between work and personal relationships (professional relationships which involve respect, understanding others contributions, respecting confidentiality, valuing experience and qualifications); barriers and problems in developing relationships and how to overcome these (listen, avoid blame, take responsibility for yourself); effects of work priorities on team members (stress and overwork and others not being able evaluate own performance); awareness of own strengths and weaknesses as a worker and team member (reflecting on own practice); use of sources of support and advice (members of your team, managers, colleagues from your own setting or others, members of a network, appraisals and performance reviews)

Meeting values in the job role: legal and organisational requirements on equality, diversity, discrimination, confidentiality, protection from danger and harm (know policies and procedures of setting for Health and Safety, Child Protection, Confidentiality, Inclusion and Diversity, Behaviour); relevant codes of practice and conduct, standards and guidance (know responsibilities in meeting the outcomes of Every Child Matters - staying safe, being healthy, enjoying and achieving, making a positive contribution, achieving economic well-being, know Statutory Framework for Early Years Foundation Stage); recording, reporting and sharing information; own role, responsibilities and accountabilities (the importance of reflecting on own practice); arrangements for own supervision and appraisal and professional development (training programmes or courses, seminars, information days, conferences, exhibitions, study time, reading); informing others of own activities (for example, feeding back during team meetings)

3 Recognise how to protect and promote children's rights for equality and inclusion in the context of relevant legislation, policy and practice (15 GLH)

Disability Discrimination Act 2005: applies to all childcare and education settings; duty to not to treat a disabled child 'less favourably'; duty to make 'reasonable adjustments' for disabled children

Human Rights Act 1998: guarantees rights and freedoms of UN Convention; main articles relevant to practitioners; (1) rights apply to everyone under 18yrs; (12) children have a right to say what they think should happen when adults are making decision that affect them; (16) children have a right to privacy; (31) children have a right to relax and play and to join a wide range of activities

Children Act 1989: welfare of the child is paramount; needs and rights of children balanced with rights and responsibilities of parents; consider wishes and feelings of child

Children Act 2004: legal framework for Every Child Matters (organisations providing services for children should promote the following aims for children: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being)

Sex Discrimination Act 1975: to protect men, women and children from discrimination on the grounds of gender

Race Relations Act 1976: unlawful to discriminate against a person, directly or indirectly on racial grounds; The Race Relations (Amendment) Act 2000 followed the Stephen Lawrence (Macpherson) Inquiry which strengthened the 1976 Act

Working within the context of the UN convention on the Rights of the Child: practitioners must consult children, ensure privacy, provide opportunities to play and provide a wide range of activities

Data Protection Act 1998: gives individuals rights regarding information held about them; placing obligations on those who collect information; information fairly and lawfully processed, information processed for restricted purposes, information is adequate and relevant, information accurate, information kept only as long as necessary, information kept secure, information not transferred to other countries without adequate protection

Discrimination: various forms (racism, sexism, disablism, age discrimination); groups most likely to experience discrimination (those with disabilities, ethnic minority groups, low socio-

economic groups); possible effects on children and families (low self-esteem, under-achievement)

Inequalities: how inequality is embedded in our society in all geographical areas (institutional discrimination - racism, disablism, sexism, ageism); influence of media (television, newspapers, internet); negative effects of inequalities on all children including those not directly experiencing inequality themselves (limited expectations, not meeting potential, limited opportunities, children at very young age absorb messages about values placed by adults on others); difficulties in accessing provision and services by children and families; procedures and practices to overcome these barriers and how to improve services (positive attitude of practitioners, value all individuals, awareness of stereotyping, challenge discrimination, effective policies); possible barriers to participation (for example attitude, language, mobility, lack of knowledge of services for children, environmental barriers, discrimination); how to ensure that such barriers are recognised and removed

Sources of information for children and families: statutory bodies (Equality and Human Rights Commission); government website (Directgov); legal advice; legal aid; charities (Citizens Advice, Unicef); availability of community resources and support; opportunities for referral

Provision: children's right to high quality provision that meets their individual needs (partnership with parents to ensure continuity and coherence in provision, assessing and planning to meet children's needs); ensuring provision meets current guidance for implementing inclusion and anti-discriminatory practice; using available resources and support services; ensuring organisational strategies and practice ensure equal access and compliance with legislation for children with disabilities or special educational needs; techniques of monitoring to assess the effectiveness of provision in implementing inclusive and anti-discriminatory practice (data collection, analysis and evaluation)

4 Know and understand how to protect and safeguard children from abuse (20 GLH)

Requirements of legislation, regulation and codes of practice for children's protection in the relevant home country: Children Act, 1989 (welfare of the child is paramount, local authorities are charged with identifying children in need and to safeguard them, allocates parental responsibility); Children Act, 2004/Every Child Matters (establishment of the Children's Commissioner to raise awareness of the best interests of children and young people across the UK, in England the Local Authorities have a duty to promote cooperation between agencies to improve children's well-being and must set up Local Safeguarding Children's Boards); Bichard Enquiry and Act, 2004 (set up by the Home Secretary to urgently look into child protection issues, to assess the record keeping procedures and vetting practices); child's right to protection; safe working practices that protect children and adults who work with them (personal care, giving children affection, responding to challenging behaviour); whistle-blowing (where there are concerns about colleagues or in difficult circumstances)

Policies, procedures and lines of reporting concerning suspected child abuse: policy or internal guidelines of setting regarding reporting and recording (designated or named person in setting, child protection officer); information sharing - 'need to know basis'; consulting and informing parents;

Local Safeguarding Children's Boards (LSCBs): role to develop procedures for safeguarding and co-ordinate all agencies

Common Assessment Framework: holistic assessment of child's needs

Lead Professional: coordinates provision and acts as a single point of contact for a child

Child Protection Conference: role to analyse information from all sources; make judgements about risk of future harm; decide action to safeguard child

Child Protection Register: register of children with child protection issues,

Criminal Records Bureau (CRB): CRB checks for all in contact with children and young people

Multi-professional, multi-agency approach to safeguarding children: ContactPoint; Working Together to Safeguard Children (2006) guidance

Other sources of information and support for children, workers and settings: designated or named person in setting; Social Services; Local Safeguarding Children's Boards; Department for Children Schools and Families; NSPCC; Childline; Barnardos; Kidscape

Child abuse: definitions, types (physical, emotional, sexual, neglect, bullying, harassment), importance of recognition and following procedures without forming premature judgements (early recognition protects from more serious situations, keep a signed and dated written record for use as evidence in court, importance of accurate records, record facts only)

Possible indicators of physical abuse: physical (unexplained bruises, welts, lacerations, clustered marks, teeth marks, unexplained burns, unexplained fractures/dislocations); behavioural (wary of adults, fear of physical contact, reluctant to undress in setting, afraid to go home, extremes of behaviour such as aggressive or withdrawn)

Possible indicators of emotional abuse: language delay; speech disorders; failure to thrive; sleep disorders; complaining of abdominal pain; behavioural (developmental delay, hyperactive behaviour, withdrawn, low self-esteem, demanding, aggressive, too well mannered, poor attention span, inhibited play, poor peer contact)

Possible indicators of sexual abuse: physical (difficulty walking or sitting, pain or itching in genital area, pain on urination, torn or blood-stained clothing, bedwetting, eating disorders); behavioural (regressive behaviour, fears, nightmares, phobias, depression, anger, age-inappropriate sexual play, unusual sexual behaviour or knowledge, sexualised drawings)

Possible indicators of neglect: physical (underweight or poor growth, constant hunger, poor physical hygiene, frequent accidents, persistent infections); behavioural (inactive, rocking, head banging, frequent absence from setting, inappropriate clothing for the weather)

Recognising abuse in babies and children who cannot communicate verbally: importance of observation; recognition of failure to thrive by use of percentile charts; understanding behavioural responses such as apprehension, frozen watchfulness, unsociable; signs of possible physical abuse such as symmetrical bruising, small circular burns, explanations inconsistent with child's stage of physical development; signs of possible neglect such as poor physical hygiene, untreated severe nappy rash, persistent infections

Importance of promoting children's assertiveness, self confidence and self esteem to enable them to protect themselves: adaptation of practices for different ages, needs and abilities; importance of understanding stage of development for individual children;

Talk to children about safe behaviour: who is a stranger; never going anywhere with a stranger; never get into a car with a stranger; never take things from a stranger; never going off on own; always tell parents or carers where you are

Discuss safe use of internet: maintaining confidentiality in chatrooms or on message boards;

Providing information to children according to their age, needs and abilities about potentially abusive situations: what to do (yell or run if someone scares or tries to touch them); tell someone you can trust such as a parent or carer, a police officer in uniform, teacher, a suitable adult figure

Provide information to children on how to respect their bodies and keep them safe: provide age appropriate activities; young children (topics such as 'All about me' to learn names of body parts, body functions, explore ideas about growth and development, relationship between people's size and power, acceptable and unacceptable touches, touches that feel good/safe/comfortable and those that feel bad/unsafe/secretive, talk about feelings/likes/dislikes will help them to recognise /accept their own feelings, use of personality dolls, use of images of facial expressions, learn to say 'no'); older children (practise saying 'no' in role play, understand the difference between safe and unsafe secrets/bribes and presents, developing empathy through use of stories); the transmission of disease (for example HIV, hepatitis)

Disclosure: principles of response taking into account the child's understanding and stage of development; listening carefully and attentively, taking the child seriously; communicating at the child's own pace without undue pressure (use of open ended, non-leading questions, age appropriate language); reassuring and supporting the child (reassure child it is not their fault, be calm, do not make false promises, tell child you believe them); informing the child that the information cannot remain confidential; promptly following procedures (written and signed record immediately after conversation, record your own responses, record context of disclosure, follow setting policies about referral, share information on 'need to know' basis')

Learning Outcomes	Illustrative Assessment Statements
<p>1 Know and understand the values and principles of the sector</p>	<ul style="list-style-type: none"> • Explain what is meant by the term ‘the welfare of the child is paramount’ • Explain the importance of placing the child’s needs, right and views at the centre of practice • Identify reasons for confidentiality in work with children and young people • Identify an important principle of the children’s care, learning and development sector • Explain the role of the practitioner in contributing to children’s care, learning and development
<p>2 Know and understand how the principles and values of the sector are interpreted in everyday work</p>	<ul style="list-style-type: none"> • Explain how to ensure children’s views are at the centre of practice • Explain how to ensure accessibility and inclusivity for children in everyday work • Explain how to involve parents in the play and activities of children • Describe how to develop relationships with parents • Identify children’s emotional needs • Identify the features of an effective team • Explain the benefits of effective teamwork • Explain the importance of reflecting on own performance
<p>3 Recognise how to protect and promote children’s rights for equality and inclusion in the context of relevant legislation, policy and practice</p>	<ul style="list-style-type: none"> • Identify legislation which supports children’s rights for equality and inclusion • Explain the aims of the Every Child Matters framework • Identify barriers to participation • Describe forms of discrimination experienced by children and families • Explain how children and families may be affected by discrimination • Describe techniques for monitoring the effectiveness of provision in implementing inclusive and anti-discriminatory practice
<p>4 Know and understand how to protect and safeguard children from abuse.</p>	<ul style="list-style-type: none"> • Identify legislation which protects and safeguards children from abuse • Explain the outcome of the Bichard Enquiry and Act 2004 • Explain the importance of knowing



Learning Outcomes	Illustrative Assessment Statements
	<p>policies, procedures and lines of reporting concerning suspected child abuse</p> <ul style="list-style-type: none"> • Explain the purpose of LSCB's • Identify indicators of neglect • Explain how to recognise abuse of babies and children who cannot communicate verbally • Explain how to enable children to protect themselves from abuse • Explain how to encourage a young child to respect their body • Describe how to respond to a child who discloses



Unit 2: The Provision of Healthy, Safe and Secure Environments for Children (60 GLH)

Unit content

- 1 Know and understand how to provide and promote a healthy, safe and secure environment for children (20 GLH)

Laws governing safety

Health and Safety at Work Act, 1974: main principles (including cleanliness must be observed in food preparation, buildings must be well maintained to ensure safety, equipment must be safely used and safely stored, working practices must promote health and safety, employers must have a written safety policy)

Control of Substances Hazardous to Health (COSHH) Regulations (2002): main principles (including storage of chemicals, labelling hazardous substances, disposal of hazardous waste)

The Food Safety (General Food Hygiene) Regulations (Department of Health 1995): main principles (including provision of safe premises for food preparation and storage, personal hygiene of those involved with food, handling food waste)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (1995): what must be reported (death and major injuries, accidents resulting in more than 3 days off work, diseases, dangerous occurrences in the workplace); how to complete an accident report form (the date and method of reporting, date and time and place of accident, personal details of those involved, brief description of the event or disease)

Manual Handling Operations Regulations (1992): procedures relating to safe lifting (of people, furniture)

The Regulatory Reform (Fire Safety) Order 2005: main principles (including the nomination of a person to carry out fire risk assessments in setting, reduction of risk, consider those at risk, take additional measures to ensure fire safety where flammable materials are stored or used, create a plan to deal with emergencies, review as necessary)

Standards for each type of setting: Early Years Foundation Stage (EYFS) standards (provision of suitable premises, environment and equipment, out of school care standards, requirements of regulatory authorities of home country, keeping of up-to-date information, authorised access to premises)

Specified adult:child ratio: children under 2 in early years setting (one member of staff for every three children); children aged two (one member of staff for every four children); children aged three and over when QTS present (one member of staff for every 13 children); children aged three and over when no QTS present (one member of staff for every eight children); out of school care children 3-7 (one adult for every eight children, minimum of two adults, maximum group size 26)

Procedures relating to children's arrival and departure: register taken as children arrive; systems to ensure children are only released into care of individuals named by parent; written permission from parent if child is to be collected by another adult; procedure for collection of children agreed with

parents and followed by all staff; maintaining secure entrances and exits; security arrangements to cover outings

Basic principles of a well thought-out, planned and organised environment: secure exit doors; consider lighting, heating, ventilation; exits and fire exits kept clear; welcoming environment (displays of children's work and activities, display of posters); space to move between activities; consider access for all children; organise equipment to enable children to choose resources; activities to encourage independence, decision making, responsibility; provide variety of activities and resources; outdoor environment (safe fencing/gates, variety of surfaces, covered area to enable use in all weathers); appropriate size and position of furniture and fixtures

Adaptation of the environment according to children's ages, needs and abilities within age ranges 0-3 years: provide sleep room for babies; provide quiet, comfortable area such as carpet with cushions; safety equipment (gates, socket covers, radiator guards); toys/equipment suitable for under threes (no small pieces, attractive displays at child height, child-sized furniture, arrange furniture and equipment to allow movement of children and adults between activities, open shelving with picture and word labels to enable choice, arrange furniture to encourage both small group and individual play, hard surfaces outdoors for wheeled toys, safe surfaces under climbing equipment, area for digging/growing, provide an area of protection from the sun such as a gazebo or tent)

Adaptation of the environment according to children's ages, needs and abilities within age ranges 4-7 years: child-sized furniture; quiet area for restful activities and reading; carpeted area for group activities; storage of equipment to enable children to help to get out and put away indoor and outdoor equipment; labelling of shelving/storage; provide an area of protection from the sun such as a gazebo tent

Adaptation of the environment according to children's ages, needs and abilities within age ranges 8-12 years: storage of equipment to enable children to get out and put away without help; area for quiet activities; comfortable seating/cushions

Adaptation of the environment according to children's ages, needs and abilities within age ranges 13-16 years: encourage and enable young people to take responsibility for planning own activities and organising own environment

Preparation and monitoring of the physical environment: effective use of space to provide activities and play environments for children both indoors and outdoors; set out furniture, equipment and resources safely; ensure entrances, exits and fire exits are not obstructed; monitor the use of space before, during and after a days' session; monitor the movement and activity of children

Safe use of equipment and materials: conformity to manufacturers' instructions and policies of setting; checking to ensure hygiene and safety at the start, middle and end of the day; recording faults; checking safety gates, socket covers, window and door catches, cooker guards, safety harnesses; ensuring safety with animals, plants, sand pits, water and outdoor spaces, in toilets and washing areas; ensure that children and adults follow health, safety and security procedures

Supervision: safe supervision according to children's age, needs and abilities (follow policies of setting with regard to use of safety equipment, observation to identify individual stage of physical development, understand individual ability of each child to recognise hazards and assess risk for themselves); balancing safety, risk, challenge and protection

Personal safety and safety of others: own (follow policies of setting for moving and lifting, providing personal care, hygiene) and children's (encourage children to recognise hazards and assess risks, follow safety rules such as walking instead of running, how to use scissors and sharp objects, rules on climbing equipment, personal hygiene rules such as hand washing, coughing, disposal of tissues); safety on outings (full risk assessment, written permission from parents, higher adult:child ratio, consideration of individual needs, take safety equipment such as first aid, telephone, parent contact details, insurance cover for vehicles)

2 Understand the concepts and methods of risk assessment as appropriate to the childcare environment (20 GLH)

Concept of risk assessment: assessing hazards (a situation that could potentially be harmful); assessing risk (a probability that someone will potentially be harmed as a result of the hazards); taking action to reduce risk (acknowledging that all risk may not be removed completely if, with adult support, it will help to challenge children appropriately)

Methods of risk assessment: identification of hazards; evaluate risks; decide on precautions; record and implement findings; review; severity and likelihood (acceptable and unacceptable risks, balance between protection and over-protection); implementation in childcare settings (for example checklists, audits)

Hazards: check all areas of setting or outing location; identify and record hazards; remove hazards where possible; assess levels of risk for all other hazards; establish procedures for managing risks to an acceptable level

Health, safety and security procedures: ensure all children and adults have information about relevant health, safety and security procedures; review and revise procedures in line with changes in circumstances and requirements and to make improvements

Risk management: encourage children to assess and manage risk for themselves according to their age, needs and abilities; why this is important and why this should be done; indoors, outdoors and on outings

3 Can identify the correct responses to emergency situations, accidents, injuries or illness to children (20 GLH)

Principles of cross-infection: spread of infection from one individual to another; can occur directly by breathing in contaminated air, touching infection with broken skin, kissing, sexual contact, injection of contaminated product; can occur indirectly by eating contaminated food, drinking contaminated food, insects, animals, touching object that has been contaminated by another person

Ways to prevent cross infection: hand washing; food preparation; environmental cleaning; disposal of waste; ventilation; isolating people with infections

Disposal of waste: particularly nappies, dressings, used gloves; to be placed in bags in covered bins; bags to be sealed; bags to be collected

Food handling: hand washing before handling food and after touching raw meat; cover cuts; keep surfaces clean

Storage of food: check use by dates; store raw meat on bottom shelf of fridge; cool food quickly before refrigerating

Cooking: defrost before cooking; cook food thoroughly; prepare raw meat on separate board or use separate knife; cover food; do not reheat food; do not use microwave for warming baby milk

Handling body fluids: follow procedures of setting; blood, faeces, nasal and eye discharges, saliva and vomit must be cleaned up immediately; wear disposable gloves; do not get any of the fluid you are cleaning up in eyes, nose, mouth or any open sores; clean and disinfect any surfaces on which body fluids have been spilled; discard fluid-contaminated material in a plastic bag along with the disposable gloves; the bag must be securely sealed and disposed of according to local guidance

Issues concerning the spread of HIV and hepatitis: correct procedures to be followed for dealing with blood spillages and waste to protect everyone; information about anyone infected with HIV or hepatitis is confidential

Encouraging good hygiene practice in children: correct hand washing technique; after toilet/nappy changing, nose wiping, playing outside, before eating; provide warm water, liquid soap, paper towels; adult role model; praise, encouragement

Accidents, emergencies and illness: basic first aid knowledge and provision according to the correct procedures; recognition, prompt identification and correct response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, electric shock, burns, scalds, suspected fractures, head, neck and back injuries, poisoning, bites and stings, effects of extreme cold and heat; emergency needs of children with epilepsy, asthma, sickle cell, diabetes, suspect meningitis and other serious illness; minor injuries (for example bumps, grazes); ability to carry out resuscitation, knowing why, how and in what circumstances; ensuring that self and others are not put at unnecessary risk; provide comfort and reassurance; paediatric first aid knowledge for those working with children under eight years to include foreign bodies in eyes, ears and nose, choking, febrile convulsions

First aid box: location and contents (must be easily accessible by all members of staff, contents checked and replaced regularly, minimum contents, disposable gloves, individually wrapped sterile adhesive dressings, sterile eye pads, triangular bandages, safety pins, different sized wrapped sterile wound dressings, no antiseptic lotions creams, ointments)

Policies and procedures for illness: Health and Safety Policy (policy agreed with parents regarding the exclusion of staff and children with certain conditions); procedures for dealing with children who become ill during session (medicines policy, notifying parents of outbreaks of infection, reporting notifiable diseases, head lice policy);

Recognition of illness and allergies: fever (clammy, sweaty, irritable, crying, flushed, tired); rashes (bumps raised above the skin, cause can vary, if child has other worrying symptoms seek medical advice); headache; breathlessness; pallor; implications for diet and development

Following policies and procedures for safety, accidents, evacuation and emergencies: for example fire, security, missing children (information will be found in the settings health and safety policy); why they need to be followed (maintaining the safety of self and others); providing reassurance and comfort (helps children to remain calm, allows staff and children to act quickly and quietly); reporting and recording procedures (ensure details of accidents or

incidents are recorded accurately in accident book, ensure they are reported to parents and appropriate colleagues, ensure confidentiality is maintained)

Instructions about children's diets and allergies: careful recording of details of individual dietary requirements and food to be avoided; information clearly displayed to all preparing and serving food; careful labelling; information regularly updated with parents; details of triggers to be avoided; details of emergency treatment for allergic reaction displayed

Storage and administration of medicines: follow policy of setting (to include need for prior written agreement from parents for any medicines to be given to a child); roles and responsibility of staff managing administration of medicines; record keeping; safe storage of medicines in a locked cupboard or fridge (if stated on bottle); clear labels; medicines not transferred to another bottle; policy on children carrying and taking their medicines themselves; policy on assisting children with long-term or complex medical needs; the circumstances in which children may take any non-prescription medicines in the setting; risk assessment; staff training for administering medicines; outings

Learning Outcomes	Illustrative Assessment Statements
<p>1 Know and understand how to provide and promote a healthy, safe and secure environment for children</p>	<ul style="list-style-type: none"> • Identify laws governing safety • Outline main principles of the Health and Safety Act, 1974 • Identify features of a healthy, safe and secure environment for children • Identify the appropriate adult:child ratio for a group of children under 2 years • Explain how to monitor the safety of the physical environment • Describe how to ensure equipment and materials are used safely • Explain how the physical environment can be adapted to meet the different needs and abilities of children <ul style="list-style-type: none"> aged 0-3 years aged 4-7 years aged 8-12 years aged 13-16 years • Explain how to ensure that children and adults follow health, safety and security procedures
<p>2 Understand the concepts and methods of risk assessment as appropriate to the childcare environment</p>	<ul style="list-style-type: none"> • Explain the importance of risk assessment in a childcare environment • Identify the process of risk assessment • Explain the importance of reviewing procedures for health, safety and security • Explain why it is important to involve children in assessing and managing risks • Describe how to encourage children to assess and manage risk for themselves according to their age, needs and abilities
<p>3 Can identify the correct response to emergency situations, accidents, injuries or illness to children.</p>	<ul style="list-style-type: none"> • Explain how infection can be spread from one individual to another • Explain how to prevent cross-infection • Describe how to respond to a scald • Describe how to respond to a child having an asthma attack

Learning Outcomes	Illustrative Assessment Statements
	<ul style="list-style-type: none"><li data-bbox="927 232 1485 264">• Identify the contents of a first aid box<li data-bbox="927 282 1417 353">• Describe how to dispose of waste properly<li data-bbox="927 371 1469 434">• Explain why it is important to remain calm during an emergency



Unit 3: The Provision of Effective, High Quality Childcare Environments (60 GLH)

Unit content

1 Recognise the key features of a planned and effective childcare environment (30 GLH)

Regulatory and health and safety requirements: Consider the requirements of regulations (Health and Safety at Work Act, 1974; Children Act, 1989); standards for the setting; requirements of the regulatory authorities in the Home Country

Develop and maintain systems and procedures for risk assessment: identifying and minimising health, safety and security risks; identifying and listing possible hazards; assessing the level of possible harm or risk; evaluating the risk; assessing if current precautions are adequate; recording findings; regular review of risks; use of checklists

Planning a physical environment: to ensure effective use of space to provide activities and play environments both indoors and outdoors; monitoring before, during and after sessions; plan and organise appropriate furniture, equipment, materials and lay-out for the setting; use of equipment and materials according to manufacturer's instructions; safety standards for equipment; safety equipment (gates, socket covers, window and drawer catches, cooker guards, safety harnesses); concern for safety with animals, plants, sandpits, water and outdoor areas; safe storage of hazardous materials (COSHH regulations); ensure the curriculum, play and learning are supported with opportunity for exercise and physical play; comfortable, quiet areas for privacy

Planning a stimulating environment: ensure appropriateness of the environment, including the play and equipment to the ages, developmental stages and any special or additional needs of the children; ensure accessibility and inclusivity for all children; adapt the environment as necessary; setting up of visual and tactile displays with participation of the children encouraging creativity and self esteem; use of sensory experiences, wet and dry areas, messy areas for creativity and imagination, areas for books and stories; organisation of resources to enable access, choice and independence; involvement of children in decision making about the environment; use of ICT to support play and learning

Planning a nurturing environment: recognition, praise and acknowledgement of children's efforts and achievements; respect and value of culture, language and backgrounds of all children and families (encourage children to be positive about their and others cultural background); encourage positive behaviour (be a good adult role model); consistency and fairness in dealing with children's behaviour; provision of stability; particular needs of babies and children under 3 years (consistent care and use of key-workers); give reassurance, comfort and explanations when required; being flexible, available and communicative; deal positively with any conflict that arises (encourage children to resolve conflict); allow children to take more responsibility and have more independence according to their age and abilities (consult with children, provide choices)

2 Know and understand how to plan for, provide and promote appropriate physical care that meet the needs of children (30 GLH)

Personal care routines: skin, teeth and hair care (sun protection, sensitivity to the needs of different skin and hair types, appropriate toiletries, planning in consultation with parents); toilet needs (for example changing, toilet training, need for sensitivity, knowing when the child is mentally and physically ready); encouragement of self-care according to age, needs and abilities (follow procedures of setting for safety, hygiene and child protection, awareness of individual needs, parental preferences for their child, allergies); support for children's protection and for adults caring for children; suitability of adults caring for children (follow procedures of setting for self-care for example adult not alone with children during nappy changing, toileting, dressing or undressing); use of routines to support learning and development; need for quiet periods and privacy; incorporation of physical exercise into everyday routines (physical, emotional and social, improving team-working skills); bathing, washing, changing and feeding routines of babies and children under three years

Care routines for 0-3 years: talk to babies about what you are doing during personal care; give baby a spoon to hold during mealtimes; offer finger foods to encourage self-feeding

Care routines for 1-3 years: encourage hand washing after nappy changing and toileting; after outdoor play before eating; give appropriate-sized cutlery and seating to encourage independence; give time for children to try to dress and undress; privacy when using potty or toilet; child-height wash basins and toilets or steps

Care routines for 4-12 years: increasing independence in self-care, washing, dressing; need adult help to brush teeth correctly up to 8 years; respect for privacy; need reminding, praise, encouragement; adult role model

Care routines for 13-16 years: independent in self-care; may need reminding; respect for privacy; needs of girls menstruating

Meeting nutritional needs: feeding of babies and children under three years; nutritional needs of children (nutritionally balanced meals and snacks, encouragement of healthy eating, provision of drinking water); requirements of special diets according to needs of children and families (vegetarian, vegan); food allergies (gluten, nuts, lactose) and importance of acting on information from families concerning food allergies (careful recording of details of individual dietary requirements/food to be avoided from parents, information clearly displayed to all preparing and serving food, careful labelling, information regularly updated with parents, details of triggers to be avoided, details of emergency treatment for allergic reaction displayed); regulations for safe food handling and storage, including babies milk and expressed breast milk (staff responsible for handling food need training in basic food hygiene)

Learning Outcomes	Illustrative Assessment Statements
<p>1 Recognise the key features of a planned and effective childcare environment</p>	<ul style="list-style-type: none"> • Identify features of an effective physical environment • Describe how to organise space and resources to ensure all children are included • Explain how to provide a stimulating environment • Explain the importance of providing consistent care for babies and children under 3 years • Describe the features of an environment to support positive behaviour • Explain the role of the adult in encouraging children to resolve conflict
<p>2 Know and understand how to plan for, provide and promote appropriate physical care that meet the needs of children</p>	<ul style="list-style-type: none"> • Identify considerations when planning toilet training • Explain the importance of incorporating physical exercise into everyday routines • Explain how to provide care routines for children <ul style="list-style-type: none"> aged 0-3 year aged 1-3 years aged 4-12 years aged 13-16 years • Explain the importance of planning care routines in partnership with parents • Identify nutritional needs of children • Explain how practitioners should act on information from parents regarding food allergies • Describe different ways to encourage healthy eating

Unit 4: Promote Child and Young Person Development (60 GLH)

Unit content

- 1 Have a detailed knowledge and understanding of the expected patterns of child and young person development in the age range 0-16 years (30 GLH)

Main principles of children's development: holistic and interconnected (areas of development do not happen independently); different rates but broadly the same sequence; head to toe; inner to outer

Theories: nature/nurture debate (nature - that our genetic inheritance is the primary influence on our development, nurture - that our environment including parenting, education and culture is responsible for our development)

Conception to the end of the first year of life: process of conception (each month one ripe ovum released by ovary, travels down fallopian tube, fertilization of ovum by sperm in uterus, implantation of fertilised ovum in wall of uterus); rates and sequences of embryonic and foetal growth (4-5 weeks- nervous system develops, 6-7 weeks- heart starts to beat, limb buds form, 8-9 weeks- now called embryo, heart brain, kidneys, lungs, intestines developing, 10-14 weeks- foetus fully formed, moving but not yet felt by mother, 15-22 weeks- hair- finger and toe nails, movements felt by mother 18-22 weeks- 23-30 weeks- responds to touch and sound, 31-40 weeks- growth and laying down of fat)

Factors influencing embryonic and foetal growth and development

Alcohol and foetal alcohol syndrome: low birth weight; small head; facial abnormalities; learning difficulties; attention deficit

Folic acid and neural tube disorders: spin bifida; hydrocephalus

Smoking: premature birth; low birth weight; cot death; miscarriage; breathing problems/wheezing in the first six months of life

Substance abuse: intra-uterine death; still birth; baby born dependent

Infections: rubella causes deafness and blindness in baby; HIV can be passed to baby; listeria from eating unpasteurised milk products, undercooked meat, unwashed vegetables; infections during pregnancy can lead to miscarriage or stillbirth, premature delivery, or infection of the newborn; gonorrhoea (baby's eyes infected during birth causing blindness); syphilis (baby can be born with congenital syphilis);

Genetic disorders: Down Syndrome (extra chromosome 21, effects-flat face, slanting eyes, small mouth, poor muscle tone, learning difficulties, 50% have heart defects); Cystic Fibrosis (affects the glands that produce body fluids or secretions severe chest infections, inability to absorb nutrients, failure to thrive); Sickle cell anaemia (abnormal haemoglobin causing anemia, blocking of blood vessels, painful crises, damage to liver, kidney, lungs, heart and spleen)

Birth process

Stage 1: cervix dilates; strong regular uterine contractions; the 'show'; waters break

Stage 2: when cervix fully dilated uterine contractions push baby through cervix, down vagina to birth

Stage 3: delivery of placenta

Role of hormones: oxytocin produced by pituitary gland causes uterus to contract

Role of midwife: provide care in pregnancy and labour; deliver normal births; provide care to mother and baby for 10 days after the birth

Stages and sequences: normal ranges of development (normative measurements for different areas of development including physical social, emotional, cognitive, language, importance of considering holistic development); milestones (rates of development differ for each individual influenced by genetic, environmental, social and cultural factors); percentiles (percentile charts used to record child's growth in terms of weight height, head circumference. Different charts used for male and female)

Physical development

Aspects of physical development: gross motor skills (movements made with the whole limb; large movements); fine motor skills (movements that require coordination of fingers and thumbs to carry out small tasks);

0-3 years: birth reflexes (walking, moro, head lag, grasp); 3 months (head control when held sitting, lifts head when prone, finger play); 6 months (can roll from front to back, may roll back to front, can sit with support with straight back, reaches for toys, uses palmar grasp, puts objects in mouth); 9 months (may crawl or bottom shuffle, can pull to stand holding on, sits unsupported); 1 year (walks holding onto furniture, may walk alone, uses pincer grasp, can release object, claps hands, points); 18 months (walks confidently, can squat, can push wheeled toys, can walk upstairs holding adult's hand, begins to use tripod grasp to scribble crayon); 2 years (pushes trike along with feet, runs, stops and starts, can climb onto furniture, can draw circle, lines and dots, can turn pages of book, build tower of 6 bricks); 3 years (can stand and walk on tiptoe, can kick a ball, good spatial awareness, rides a trike using pedals, controls pencil in preferred hand, can cut with scissors, can thread large beads onto lace, build tower of 9 bricks)

4-7 years: 4 years (climbs trees, ladders, play equipment, walks up and down stairs one foot on each step, can catch, throw, bounce ball, hit with a bat, can build 10 or more brick tower, able to button clothes, close zips, mature grasp of pencil); 5 years (can hop and run on toes, dance to music, walk along a thin line, use a swing, dig can draw a person with head, trunk, legs, eyes, nose and mouth, can sew large stitches); 6 years (can ride two-wheeled bicycle, can make a running jump, kicks a football 3-6 m, can catch a ball with one hand from 1 m); 7 years (hops well, expert on 2 wheeled bike, jumps form 4 steps, can draw a diamond, sews neatly, joins letters)

8-12 years: increasing physical skills and competence-run faster and further; ball games; skilful on bike; swimming/ diving; dancing, gymnastics; able to use smaller tools; fine brushes; craft knives; physical signs of puberty may begin

13-16 years: physical changes of puberty; increasing confidence with physical skills; able to make judgements about hazards and risks

Emotional and Social Development

Aspects of emotional development: attachment theory (developed by John Bowlby, that a child has an innate need to attach to one primary attachment figure, development of multiple attachments after 8 months); early brain development (effects of stress, role of cortisol); self concept (a sense of personal identity, confidence, occurs because of reactions and comments from other people); pro-social behaviour (helpful behaviour intended to help another

person); moral development (knowing right from wrong; children start to make moral decisions quite late in childhood)

Theories: Schaffer (found that most children form their first attachment at 6-8 months, fear of strangers follows one month later); Mead (that children use 'play' to act out the roles they observe in adult society, thereby developing understanding); Cooley ('looking-glass self' theory, at first infants make no distinction between themselves and others, as they mature the concept of self develops); Freud (three parts of our personality that develop, The id, ego and superego);

Development of aggression: issues which may have led to the child's aggression; managing unwanted behaviour (in a positive way, through conditioning, reinforcement, imitation, roles and models);

Relationships: family relationships and different family structures (including siblings); development of play, friendships, peer groups (effect they might have on a child's behaviour particularly when reaching puberty)

Social and emotional development of older children (8-12 years, 13-16 years): start to express strong feelings about changes to situations; important to listen to their views, thoughts and fears; friendships are important; developing concept of fairness

Cognitive and language development

Aspects of cognitive and language development: vision; studies of children's perception; hearing; reception; expression; speech; language and thought

Behaviourist approach: learning is influenced by rewards; conditioning (classical and operant, reinforcement); social learning theory (that children learn by watching others)

Constructivist approach: children learn through exploration; children are active learners; Piaget (cognitive development theory, that children build up their schema/thoughts according to their experience of the world, four stages of cognitive development - sensori-motor, pre-operational, concrete operational, formal operational); Vygotsky (children are born to be sociable, skills are developed by being with parents and friends, maturation is important); Bruner (children gradually attain cognitive skills, three modes of thinking - enactive, iconic, symbolic. Spiral curriculum; adults play an important role in developing children's cognitive skills

Nativist approach: Chomsky (that the ability to learn language is inborn)

Cognitive and language development of older children (8-12 years, 13-16 years): language skills are developed but need to know how to communicate confidently and effectively; gain experience of communicating with a range of people;

Factors affecting growth and development: motivation; adult expectations; health status; genetic inheritance; gender; family background; social; cultural; financial; economic and environmental background

Factors affecting older children 8-12 years, 13-16 years: friendships; peer relationships; peer pressures; sexual maturity; family relationships; independence

Agencies working for and with young children: Department of Health (Health Visitors, developmental screening programme); Department for Children Schools and Families; Sure Start;

Play: the role of play in supporting children's development (play is natural, stimulates the brain, provides links between home and setting, no right or wrong, no fear of failure, allows child to practice skills, child is in control, encourages creativity, develops concentration, helps child express feelings and fears, encourages social skills, adult can support children to extend learning)

2 Know how to promote development across this age range (30 GLH)

0-3 years

Environment: provision of a safe, secure and encouraging environment; baby/child friendly; supporting exploration; problem solving; inclusion; anti-discriminatory practice; emotional wellbeing and intelligence; close and consistent relationships and importance for mental health

Physical needs: nutrition; healthy eating; exercise; rest and sleep; sensitive toilet training

Encouragement: learning and from birth; appropriate independence; expression of choices and individual preferences; awareness of themselves and of others; giving support when making transitions from one situation to another; play with and alongside babies and children; be realistic, positive, consistent and supportive in responses to children's behaviour; give support during transition within or between settings; have high expectations, based on realistic expectations of what they can achieve

Support learning: sensory learning through provision of appropriate sensory materials and experiences; everyday routines; support emotional well-being and intelligence; play with and alongside babies and children

Communication: use different ways of verbal and nonverbal communication to meet all children's needs (for example talking, listening, turn-taking, eye contact, songs, rhymes and support early interest in reading and mark-making, using mathematical language); play with and alongside babies and young children

4-7 years

Environment: provide a safe, secure and encouraging environment; adapt the environment and activities to enable all children to take part equally; use age-appropriate activities; materials and experiences to support learning and development; work within an inclusive and anti-discriminatory practice

Encouragement: allow children to assess and take risks without under or over protection; develop a close and consistent relationship with children; support play and learning activities; be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage independence but provide close, consistent and reliable relationships enabling the growth of self-esteem and resilience; support children through transitions (for example starting school); have high expectations, based on realistic expectations of what they can achieve

Physical needs: encourage healthy eating and lifestyle (provision of healthy food and drinking water, educate about food groups, educate about effects of poor diet, encourage physical play)

Learning: support emerging writing, interest in books and print, use of books and stories; use of maths language, counting sorting, matching, using mathematics in the environment; support play and learning activities

Communication: use different ways of verbal and nonverbal communication to meet all children's needs (for example talking, listening, turn-taking, eye contact, songs, rhymes, be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting); ensure that the needs of all children are being met including those with disabilities or special educational needs

8-12 years

Environment: provide a safe and secure environment (physical and emotional); provide opportunities for exploration and different experiences; stand back and allow children to assess, take risks and face challenges for themselves according to their abilities, needs and stage of development; give meaningful praise and encouragement; be a listening ear when needed; support children as they move between settings

Physical: recognise and acknowledge children's particular needs as they enter puberty and ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage healthy life styles, healthy eating and exercise

Communication: encourage a wide range of communication strategies; answer questions with sensitivity, encouraging independence and being available in a supportive role; talk honestly and raise awareness of issues in line with children's questions about drinking, smoking, illegal drug use, sexuality and sexual development

Learning: support information handling, written communication and mathematical and scientific interest; have high expectations, based on realistic expectations of what they can achieve

13-16 years

Environment: provide information and support as children make career, education and training choices; provide opportunities for children to assess and take risks and face challenges; ensure all practice is inclusive and anti-discriminatory

Communication: encourage a wide range of communication strategies; negotiate and communicate with children, valuing and incorporating their opinions and views

Learning: encourage choices and positive decision making; support information handling and assessing; have high expectations, based on realistic expectations of what they can achieve

Physical: provide suitable information for the age group (about healthy lifestyles, about the health and welfare issues arising from smoking, illegal drug abuse, sexually transmitted diseases, unwanted pregnancies)

Learning Outcomes	Illustrative Assessment Statements
<p>1 Have a detailed knowledge and understanding of the expected patterns of child and young person development in the age range 0-16 years</p>	<ul style="list-style-type: none"> • Identify effects of smoking on foetal growth and development • Identify stages in fine motor development up to age three years • Describe factors affecting the growth and development of children • Describe expected patterns of early language development • Identify the sequence of cognitive development • Explain the importance of attachment • Explain how play supports development
<p>2 Know how to promote development across this age range.</p>	<ul style="list-style-type: none"> • Describe strategies to support the communication development of children <ul style="list-style-type: none"> aged 0-3 years aged 4-7 years aged 8-12 years aged 13-16 years • Explain the importance of encouraging independence in children aged 4-7 years • Identify different ways to encourage children aged 4-7 years to enjoy books and print • Explain how to support children aged 8-12 years to develop healthy life styles • Explain the role of the adult in answering children's questions about health and welfare issues • Explain the advantages of valuing and incorporating the opinions and views of young people aged 13-16 years

Unit 5: Promoting Learning Within Early Education Frameworks (60 GLH)

Unit content

1 Know and understand how to provide effective and high quality early education (20 GLH)

Theoretical approaches to learning: Behaviourist (B.F Skinner, suggests that learning is influenced by rewards, classical conditioning and operant); Constructivist (Jean Piaget - that children build up their shema/thoughts according to their experience of the world, learning is an on-going process, assimilation, equilibrium, disequilibrium, accommodation. Vygotsky - children learn through scaffolding, socialising, maturation. Jerome Bruner - children gradually acquire cognitive skills, modes of thinking, enactive, iconic, symbolic); High/Scope (approach to early years learning, based on the support of children's unique differences); learning styles (visual, auditory, kinaesthetic/tactile); how children's learning is affected by their stage of development

Strategies to encourage positive behaviour and learning: importance of adult role model; provision of an environment which values children, is inclusive, offers choice; know when to intervene; pulling together different areas of learning into activities and experiences in an integrated approach; remaining positive; praising positive behaviour; encouragement

Learning through play: the benefits to children of learning through play and not relying on formal activities and experiences that may not be appropriate for a child's age, needs and abilities (opportunity to consolidate learning, practise skills, make mistakes, build ideas and concepts, develop problem solving skills, imagination, creativity, memory, concentration, communicate with others); how to support and extend play opportunities to encourage learning (support shared thinking)

Knowing the kinds of equipment, materials and equipment to support learning using play as a vehicle for delivery: wide range of resources to use indoor and outdoors to support all play types; creative play resources (sand, water, wood, clay dough, paint, collage materials, musical instruments); imaginative play resources (dressing up clothes, domestic play materials, small-world play, large and small construction materials); manipulative play resources (free painting, threading, jigsaws, wood work); physical play resources (large bricks, den making equipment, hoops, ropes, large and small balls, bats, balancing beam, tricycles and bikes, climbing frame); flexible resources; planning and implementing activities and experiences

The importance and implications of a differentiated approach to the provision of learning experiences for children: personalised learning; encouraging creativity through play

Engaging the attention and interest of babies: observe interests of individual babies; achieve and maintain eye contact; talking; smiling; physical contact; sensory experiences/toys; objects for heuristic play to encourage exploration)

Effects of low self-esteem and lack of confidence on learning: fear of failure; dependence; poor concentration; inattentive; affects achievement

Relationships: the importance of developing and promoting positive relationships with babies, children, parents and families; interactions that welcome and value

children and parents in the setting; application of inclusive and anti-discriminatory practice; knowing what is appropriate behaviour; the importance of encouraging children to make choices for themselves and to involve them in decision-making; respect for individuality, needs and preferences; balancing the needs of the individual with those of the group; supporting children in their development of relationships eg behaviour towards others, understanding the feelings of others, support in dealing with conflict;

Why it is important to be consistent and fair: children learn about behaviour from adults; children respond to fair set boundaries; children are confused by inconsistencies of expectations of adults; need for realistic expectations of behaviour related to their stage of development; understand that there is often a reason for behaviour

Dealing with conflict with adults: stay calm; be courteous; avoid confrontation; appreciate their feelings and opinions; be non-judgemental; understand that adults who experience stress in their life may react angrily; staff training

Promotion of resilience, self-esteem and confidence in children: value children for who they are; building trust; responsive relationship; provide positive environment; encourage children; give choices; set achievable challenges; appreciate effort; be a good role model; consistent care; respect feelings; help children manage feelings; meet basic needs

Communication

Importance of communicating with babies, children and adults as appropriate to age, needs and abilities: knowledge of preferred means of communication; first language; understanding of variation between cultures; babies (use of motherese, tone, inflection, touch, proximity, eye-contact, turn-taking); children (understanding stage of development, use of appropriate language, language codes, non-verbal language, avoid slang, use of open questions/ closed questions, listening, rephrasing); adults (non-verbal language to include posture, proximity and facial expression, listening and reflecting back, avoid jargon)

Needs of children who are learning through an additional language: opportunity to speak their home language in the setting (bi-lingual staff employed); do not mix languages (one language, one speaker); read and tell stories; use repetitive rhymes; fun language activities; expand and model conversations; support conversations with visual materials; environment reflecting children's culture and language; all children learn songs in languages other than English

The importance of clear communication with babies and children: listening; responding; giving attention; showing value; encouraging babies and children to express themselves

Importance of sensitivity to communication difficulties and how to adapt forms of communication: use of signing; Makaton; finger spelling; speaking to a person who lip reads; use of images; electronic communication

Reflection: reflecting on own practice, interactions, solving problems, improving and challenging existing practice

2 Recognise the practitioner's role in promoting learning within early education frameworks (25 GLH)

Frameworks: knowledge of the curriculum frameworks for early education whether statutory or discretionary currently in use in the relevant home country; England (Early Years Foundation Stage - birth to 5 years, National Curriculum - 5-7 years); Wales (The Foundation Phase); Northern Ireland (Pre-School curriculum - birth to 5 years, Key Stage 1 - 5-6 years); alternative curriculum (Highscope, Montessori, Steiner)

Planning: consultation (with practitioners, involve parents, include children's ideas); taking into account the individual needs, learning styles and starting points of children; ensure inclusion and anti-discriminatory practice (promoting positive attitudes to diversity and difference); ensure adequate resource are available (indoors and outdoors); extraction of relevant information from framework documents on which to base planning (EYFS- Practice Guidance for the Early Years Foundation Stage, Principles into Practice cards); drawing up flexible plans according to the requirements of the framework; coverage of each area of the framework emphasising an integrated approach and using children's play as a vehicle for delivery; ensure plans include the use of IT

Clearly define the roles and responsibilities of those who are involved: EYFS duty on providers to comply with learning and development requirements (Early Learning Goals, Educational programmes, Assessment arrangements) and welfare requirements (Safeguarding and promoting children's welfare, Suitable people, Suitable premises, Environment and equipment, Organisation, Documentation)

Identify sources of support: guidance documents; EYFS CD-ROM; DCSF; advisers from education authority

Requirements of the relevant inspectorates: provide a written profile at end of EYFS; meet specific welfare and legal requirements for safeguarding and promoting children's welfare (suitable people, premises, environment and equipment, organisation, documentation)

Implementation: communication of plans (to other practitioners in setting, parents, Ofsted Inspectors); checking and clarifying understanding; ensuring the environment is stimulating, enjoyable and carefully planned; use of everyday routines to enhance learning; personal care routines (hand-washing, dressing, meal times and food preparation, getting equipment/resources ready and tidying away); encouragement of participation by children; have high expectations of children; support and extend play (provide experiences based on children's spontaneous play); ensure balance between planned experiences and freely chosen play; check and discuss children's progress; praise achievements, support underachievement and recognise when children are ready to move on; seek additional support if required (SENCO, Health Visitor); keep records

Develop and maintain monitoring strategies and documentation as required by the relevant curriculum framework: formative and continuous assessment (observations, photographs, video, things children have made/drawn, information from parents other providers involved with the child, children's reviews of own learning, practitioners to develop own approach, use professional judgement to decide how much record keeping is required); summative assessment (Statutory Assessment and Reporting Arrangements (EYFS), eProfile); regularly communicate with parents, families and other adults; check consistent implementation; monitor participation and learning of all children in the setting

3 Know and understand how children's achievements in early education are assessed and recorded (15 GLH)

Observation: reasons for observing (knowledge of child's pre-occupations, identify needs, assess progress, concerns, planning, match observations to early learning goals, external requirements)

Local and national requirements of curriculum frameworks: plan a challenging and enjoyable experience across all the areas; planning of assessments according to local and national requirements

EYFS (England) areas of learning: Learning and Development (Personal, Social and Emotional Development); Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development

The Foundation Phase (Wales) areas of learning: Personal and Social Development and Well Being; Language, Literacy and Communication Skills; Mathematical Development; Bilingualism and Multi-cultural Understanding; Knowledge and Understanding of the World; Physical Development; Creative Development

Pre-school curriculum (Northern Ireland) areas of learning: The Arts; Language Development; Early Mathematical Experiences; Personal, Social and Emotional Development; Physical Development and Movement; The World Around Us;

Guidance for assessments: formative assessment (practitioners to develop own approach, use professional judgement to decide how much record keeping is required); summative assessment (statutory Assessment and reporting arrangements(EYFS profile))

Use of profiling: each child assessed within final year of EYFS in all six areas of learning against 13 assessment scales (Numbers as Labels and for Counting, Calculating, Shape, Space and Measures, Exploration and Investigation, Designing and Making, ICT, Time, Place, Communities, Movement and Space, Health and Bodily Awareness);

Requirements of the relevant inspectorates: (EYFS profile, permit local authority to observe profiling, provide copies of profiling/assessment documents to local authority in final term of year in which child reaches age of 5 years)

Permissions: obtaining the necessary permissions from appropriate adults and discussion with the child or children concerned; consultation with relevant adults when planning assessments (parents, other providers involved with child)

Techniques: techniques of observation for different purposes (running records, checklists, pre-coded categories, time and event sampling); profiling; strengths and weaknesses of different methods; recording formats (use of notebooks, photographs, video recordings, pro-forma, sticky notes); minimising of distractions or intrusions

Confidentiality: maintenance of confidentiality and data protection arrangements according to the procedures of the setting

Interpretations: importance of objectivity; not jumping to conclusions; involvement of families, children and colleagues (share observations with parents, record parent's judgements/opinions, encourage children to talk and review own learning, review observations with other practitioners, other providers involved with child); repeating of observation to ensure accuracy and

consistency; use of observations and assessments as the basis for planning (match to early learning goals)

Formative and summative assessment: differences between formative (emphasis on on-going assessment to judge how best to help the child learn further) and summative assessment (formal testing in order to produce grades); initial assessment (used to pitch a child's skills against a level or standard) and ongoing/continuous assessment (a variety of assessments used to ascertain a child's knowledge or skills over time); summary of findings; profiling; other forms of assessment used in settings (on-going records, checklists, sociograms, event sampling, time sampling)

Basis of findings: observation; other reliable information; (for example from colleagues, families, children, other appropriate adults); being objective; not relying on hearsay or own beliefs

Records: recording of assessment; maintaining confidentiality according to the procedures of the setting and according to local and national requirements (EYFS profile in final term of year in which child reaches age of 5 years)

Reporting: sharing of findings with children and family members as appropriate as well as to colleagues, referring concerns to appropriate colleagues (supervisor, SENCO, teacher, local authority advisor) and external agencies (local authority, new provider if child moves to another setting)



Learning Outcomes	Illustrative Assessment Statements
<p>1 Know and understand how to provide effective and high quality early education</p>	<ul style="list-style-type: none"> • Identify a current theoretical approach to the way children learn and develop • Explain the benefits of learning through play • Explain strategies to encourage positive behaviour and learning • Identify different learning styles • Explain how to promote children's confidence • Explain the effects of low self-esteem on learning • Describe techniques for effective communication with babies and young children • Explain how communication can be adapted to meet the needs of individual children.
<p>2 Recognise the practitioner's role in promoting learning within early education frameworks</p>	<ul style="list-style-type: none"> • Identify factors to consider when planning experiences for children • Identify the national frameworks • Explain the importance of outdoor play • Identify who should be informed of plans during implementation • Identify documentation that should be kept regarding formative assessment • Explain the requirements regarding the welfare of children • Describe the implementation of care routines • Identify sources of support for practitioners
<p>3 Know and understand how children's achievements in early education are assessed and recorded.</p>	<ul style="list-style-type: none"> • Identify different reasons for observing children • Identify different observation techniques • Explain the advantages of different techniques for observing children • Explain what considerations should be taken into account when interpreting observations • Explain the importance of maintaining confidentiality of information gained through observations

Learning Outcomes	Illustrative Assessment Statements
	<ul style="list-style-type: none"><li data-bbox="802 215 1423 286">• Explain the difference between formative and summative assessment<li data-bbox="802 300 1329 398">• Identify who should be informed of findings that are recorded during observations