

BTEC in a Box

BTEC First

Children's Care, Learning and Development

Sample pages

This file includes selected sample pages from BTEC in a Box Unit 2 Keeping Children Safe. They are for viewing purposes only and cannot be printed or copied.

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You'll find all the resources you need to start teaching your BTEC First in Children's Care, Learning and Development. The box contains complete support for Unit 2 Keeping Children Safe, consisting of:

Delivery plan: a comprehensive medium-term plan for delivering the Unit.

Case study activities: vocationally relevant case studies, with suggested activities and discussion points that introduce or build on concepts within the unit. The delivery plan will link these into the unit.

2 full assessment packages: these will be full assessment plans for the Unit including material for both student and teacher.

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- Unit 2 Keeping Children Safe
- Unit 3 Communication with Children and Adults
- Unit 4 Preparing and Maintaining Environments for Childcare
- Unit 5 Professional Development, Roles and Responsibilities in Child Care
- Unit 6 Supporting Children's Play and Learning
- Unit 7 The Development and Care of Babies and Children under Three Years

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TOPIC Keeping children safe

- LEARNING OBJECTIVE** Understand how to prepare and maintain a safe and secure environment (LO 1)
 Know how to support the protection of children from abuse (LO 2)
 Understand how to maintain the safety of children on outings (LO 3)
 Know how to deal with accidents, emergencies and illness (LO 4)

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>Introduction to unit and content.</p> <p>Safety and security: relevance to age groups.</p> <p>Environments to be considered, e.g. crèches, nurseries, play-groups, after-school clubs, care homes, classrooms, summer schools, youth clubs/societies, etc.</p> <p>Introduction to need for legislation (e.g. Health and Safety at Work, RIDDOR, COSHH, licensing laws, etc.).</p>	<p>Student/teacher interaction.</p> <p>Discussion groups.</p> <p>Compiling a glossary of useful terminology.</p> <p>Relating to contribution to other units, e.g. Unit 6: Supporting children’s play and learning, and work-based units.</p>	<p>School/college-devised booklet containing: breakdown of scheme of work; assignment handout and submission dates; library resources; URLs of web links; glossary of terms (space for students to add own terms); useful videos; current TV programmes (‘soaps’, etc.) with relevant content/storyline.</p> <p>Students will be made aware of the relevance and importance of this unit to work placements.</p>	



TOPIC **Keeping children safe**

LEARNING OBJECTIVE **A safe and secure environment for babies (LO 1)**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>How to prepare and maintain a safe and secure environment for babies and toddlers (0-3 years).</p> <p>Laws governing safety.</p> <p>Equipment; materials; layout; organisation; staffing; regulations.</p>	<p>Teacher input.</p> <p>Discussion of need for policies.</p> <p>Designing and equipping a nursery - student activity.</p> <p>Relevance of LO to work placements.</p>	<p>Regulations appropriate, e.g. adult/child ratio; access to premises; COSHH; fireproof materials; 'safe' resources; fire regulations; Health and Safety at Work Act; RIDDOR; reporting faults.</p> <p>Catalogues; magazines.</p> <p>Ensuring hygiene and safety at the start, middle and end of the day.</p> <p>Layout and organisation.</p>	<p>Case study 1</p>



TOPIC **Keeping children safe**

LEARNING OBJECTIVE **A safe and secure environment for toddlers/young children/adolescents (LO 1)**

Assignment handout

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>Planning an age-specific play/activity room (4-7; 8-12; 13-16).</p> <p>Conducting a risk assessment on that room.</p> <p>Safety and hygiene in the pets' corner, the sand pit, water and outdoor spaces.</p> <p>Assignment.</p>	<p>Teacher input.</p> <p>Group/pair work - presentations (posters; displays; Power Point, etc.)</p> <p>Assignment guidance.</p>	<p>Regulations/policies appropriate, e.g. Manufacturers' instructions; food hygiene; moving and handling; risk assessment.</p> <p>Ensuring hygiene and safety at the start, middle and end of the day.</p> <p>Layout and organisation.</p> <p>Assessment criteria.</p>	<p>Case study 2</p> <p>Assignment 1</p>



6. Nearly everyone gets bullied at some time in their life - it's difficult to know how to deal with, as it might leave feelings of loneliness and being afraid. (LO 2)

activities

Task 1

In pairs or small groups read through the statements below.

How would you advise the young person being bullied?

- (a) Your younger sister has told you that she is being bullied - but wants you to keep it secret.
- (b) On your way to school you are approached by a group of older bullies who demand your lunch money.
- (c) When out with some friends, a group of people start making racist comments.
- (d) You know that your next door neighbour is a bully.
- (e) Someone in your class keeps making rude comments about you - you are getting more and more upset.
- (f) You have been receiving rude and distressing text messages.

Task 2

After discussing the statements above, design a poster that will identify a particular environment as a bully-free zone - aim the poster at one of the following age groups:

- 0-3 years
- 4-7 years
- 8-12 years
- 13-16 years.

assessment activity front sheet



ASSIGNMENT TITLE **Safe and secure environments for children**

Learner's name		Assessor's name	
Date issued	Completion date		Submitted on

<i>Reference (ref. number for specific criteria, i.e. P1, M2, etc.)</i>	<i>Assessment criteria</i>	<i>Achieved</i>	<i>Evidence</i>	<i>Comments/Feedback from assessor</i>
P1	Describe how to prepare and maintain a safe and secure environment for children.	Yes/No		
P2	Outline basic hygiene principles for a childcare setting.	Yes/No		
P4	Outline the procedures and practices that need to be adhered to when taking children on an outing.	Yes/No		
M1	Explain how to prepare and maintain a safe and secure environment for children.	Yes/No		

assessment activity front sheet



M2	Explain the importance of ensuring that hygiene principles are carried out in a childcare setting.	Yes/No
M3	Explain the reasons underlying the procedures to be undertaken when taking children on an outing.	Yes/No
D1	Justify the layout, organisation, equipment and materials in a childcare setting known to you in terms of safety considerations.	Yes/No

Student declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source.

I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Signed:

Date:



ASSIGNMENT TITLE **Safe and secure environments for children**

- ASSIGNMENT OBJECTIVES
- In this assignment you will need to show that you can:
- understand how to prepare and maintain a safe and secure environment for children
 - understand how to maintain the safety of children on outings.
-

TASK INTRODUCTION This assignment consists of two main tasks.

Task 1

The first task is concerned with preparing and maintaining a safe environment for children in an early years setting, and there is a case study to provide you with a scenario on which to base your answers. There are also fact sheets for you to complete about all the rules and regulations that apply to the nursery setting.

Task 2

The second task is about the safety and security issues you will need to take into account when taking children on an outing, and you will need to make a booklet or some fact sheets to inform staff and parents, as well as to show your knowledge of safety requirements when taking children on outings.

TASK 1 Read through the following case study carefully either on your own, or with your tutor and the class.

You are setting up a new nursery for children aged 0-5 years, with some after-school care provision in addition. The building you have has previously been used as offices. The rooms downstairs lead off a hall, and off a landing upstairs. There are four rooms on each floor: two large rooms and two smaller ones. Toilets for children have been installed on both floors, and there is a nappy-changing facility adjacent to the downstairs children's toilets, and upstairs there is a toilet for staff. Downstairs there is also a kitchen and an office, as well as the four main rooms. The front door leads onto a small front garden, with access at street level, and there is a gate leading onto the pavement. At the back of the building there is a door leading to the garden, which has tarmac and grassed areas, and some of the grassed area has been fenced off to provide a run for the nursery rabbit. His hutch will be accommodated in this space, leading out onto the run. The garden has a wall around it, and has access to the pavement through a side gate.

You plan to have rooms for the children in the following age ranges: 0-12 months, 1-2 years, 2-3 years, 3-5 years, and school-aged children. Children with special needs will be accommodated in the age-appropriate rooms.



Task 1(a)

Draw your own plan of each floor of the building. Remember to include the garden in the downstairs plan, and identify the exits, toilets and different rooms.

Task 1(b)

Choose a suitable room for each age range required (0-12 months, 1-2 years, 2-3 years, 3-5 years, school-age children) and on your plan put the age group you have chosen in each of the rooms. Also put the ratio of staff to children that will be needed when the nursery is open, e.g. 3-5 years' room: staff:children ratio 1:8.

Task 1(c)

Draw an individual plan of each of the following rooms/areas:

- 0-12 months
- 1-2 years
- 2-3 years
- 3-5 years
- after-school club children
- the garden
- the kitchen.

Choose equipment from the following list to be used in each of the rooms, bearing in mind that the garden will be used by all the children at different times. Remember, you do need to use everything on the list at least once, but you can use it more than once if you wish. Extra equipment such as furniture could also be included if you wish:

- safety gates
- safety harnesses (e.g. on highchairs)
- window/door locks
- door safety catches
- cooker guards
- socket covers
- safety with animals (the rabbit)
- sand pits
- water
- outdoor spaces (the garden).

For one of the rooms and the general areas, write a paragraph explaining why you have laid it out the way you have (P1, M1).



Task 1(d)

Now that the physical resources in the nursery are in place, you are showing a potential new member of staff around the 3-5 years' room. You need to explain to her why the equipment is laid out the way it is, with particular reference to the safety considerations you have taken into account when deciding on your layout (D1).

Task 1(e)

With the nursery manager, you have decided to produce a fact sheet for all staff, to make sure that they are aware of the rules and regulations that apply to the nursery setting. Your information must be clear and uncomplicated, to help ensure that staff are fully aware of the regulations that apply.

A basic layout for the fact sheet is given below. You need to use this to make your own sheet, completing the necessary information where needed.

Certain rules and regulations apply to us in the nursery setting, and these are outlined below:

Section 1 Legislation

Part of the Health and Safety at Work Act (1974) applies in this setting because.....

Part of the Food Safety Act (1990) applies in this setting because.....

Part of the RIDDO Regulations (1995) applies in this setting because.....

Part of the COSHH regulations applies in this setting because.....

Section 2 Health and hygiene practices

The term cross-infection means so we need to practise good infection control whilst working in the nursery setting (P1).

Safe hygiene needs to be p..... by s....., and promoted with the c..... at all times (P1).

Suggest four situations where hygiene practices need to be carried out in the nursery setting (M1):

-
-
-
-



Section 3 Nursery working practices

*REMEMBER: All safety checks need to be carried out at the,
..... and end of each day, and any reported.*

Only use equipment in accordance with m..... i.....

Do not use equipment unless you have been t..... to do so.

TASK 2 Because the nursery will be taking children on outings from time to time, you have decided to draw up a summary of things that need to be checked before an outing can take place. This can take the form of a booklet or some information sheets. Use the information below to help you include relevant points.

Produce your information in two sections. Section 1 is for nursery staff, and needs to tell them what information the nursery needs before it can take children on an outing, and Section 2 is for staff and parents, and tells them the sorts of things that staff and helpers need to do to maintain the children's safety whilst on the outing.

To complete the information below, you need to say what each point means, and explain why it is important in helping to maintain the safety of the children and staff. You can put in examples where possible to illustrate your points. Remember that non-nursery staff - such as parent helpers - may need to have this information, so try to explain the points as fully as you can to help them to understand and therefore be safe helpers.

Section 1 Planning and preparing for outings

- The choice of outing.
- Liaising with the venue.
- Transport arrangements.
- Involvement of families.
- Consent forms/letters.
- Lists and details of adults and children on the outing.
- Travel details.
- Insurance details.
- Health and Safety issues (e.g. protection from the weather).
- Adult/child ratios.

Section 2 Accompanying children on outings

- Communication.
- Awareness of children's needs.
- Regular safety checks, e.g. being observant, head counts.
- Awareness of First Aid equipment and persons.



ASSIGNMENT TITLE	Safe and secure environments for children
ASSIGNMENT OBJECTIVES	<p>For this assignment learners should demonstrate that they can:</p> <ul style="list-style-type: none"> ▪ understand how to prepare and maintain a safe and secure environment for children ▪ understand how to maintain the safety of children on outings.
WHAT YOUR STUDENTS WILL DO IN THIS ASSIGNMENT	<p>Your students will complete two tasks for this assignment. Task 1 should include all the content listed in the first section of the specification, and Task 2, the content for outcome 3 of the specification.</p> <p>Task 1</p> <p>The first task is concerned with establishing and maintaining a safe and secure environment for children, in a nursery setting. It requires them to complete a basic outline of a nursery layout, using the equipment listed in the content section of the specification.</p> <p>Task 2</p> <p>Task 2 is concerned with taking children on outings, and students need to be aware of the practical and procedural issues that are involved.</p> <p>All the work for this assignment can be completed using the case study and guidelines within the assignment, although information from a placement can be used to expand on the basic essential content if wished. The mark scheme accompanying this assignment is based on the case study information.</p>
WHAT THEY WILL LEARN IN THIS ASSIGNMENT	<p>In this assignment your students will learn how to prepare a safe environment for children of different ages in the nursery/after-school situation (Task 1), and in the wider environment (Task 2). They will need to learn planning skills, and the principles of organising resources in different situations such as on outings, as well as in the nursery/after-school care environment.</p>
MARK SCHEME (what is required for each grading level)	<p>Task 1</p> <p>P1 Describe how to prepare and maintain a safe and secure environment for children.</p> <p>P2 Outline basic hygiene principles for a childcare setting.</p> <p>M1 Explain how to prepare and maintain a safe and secure environment for children.</p> <p>M2 Explain the importance of ensuring that hygiene principles are carried out in a childcare setting.</p>



D1 Justify the layout, organisation, equipment and materials in a childcare setting known to you in terms of safety considerations.

Task 2

P4 Outline the procedures and practices that need to be adhered to when taking children on outings.

M3 Explain the reasons underlying the procedures to be undertaken when taking children on an outing.

GUIDANCE NOTES

Guidance for marking this assignment is given in the guidance document (assessment exemplar). It is good practice to encourage students to attempt all questions, as although the requirements for the different criteria are set within different sub-tasks, students should be encouraged to achieve all the possible criteria in order to gain the highest grade they are able to for this unit overall. This assignment does not cover all the criteria required for this unit, so an overall unit grade cannot be awarded on the evidence presented here.



ASSIGNMENT TITLE **Safe and secure environments for children**

- ASSIGNMENT OBJECTIVES
- In this assignment you will need to show that you can:
- understand how to prepare and maintain a safe and secure environment for children
 - understand how to maintain the safety of children on outings.

WHAT YOU WILL DO IN THIS ASSIGNMENT

Task 1

In the first part of this assignment you will look at how to prepare a safe environment for children. You will need to read through the case study and plan the layout of the nursery. You will need to complete some written tasks to show that you have an understanding of the relevant regulations that apply to the nursery setting, as well as to make the most of the resources available.

Task 2

In the second part of the assignment you will find out about the organisational and safety issues that need to be taken into account when taking children on outings, and make a booklet for staff and parents, advising them on safety issues relating to taking children on outings.

You will be able to achieve all the criteria needed for this work if you complete the set tasks.

WHAT YOU WILL LEARN IN THIS ASSIGNMENT

From doing this assignment you will learn how to prepare a safe environment for children of different ages in the nursery (Task 1) and wider environments (Task 2). You will learn planning skills and the principles of organising resources in different situations, such as on outings organised by the setting.

HOW THIS ASSIGNMENT WILL BE MARKED (the assessment criteria)

Task 1

This will be marked against the following criteria:

P1 Describe how to prepare and maintain a safe and secure environment for children.

P2 Outline basic hygiene principles for a childcare setting.

M1 Explain how to prepare and maintain a safe and secure environment for children.

M2 Explain the importance of ensuring that hygiene principles are carried out in a childcare setting.

D1 Justify the layout, organisation, equipment and materials in a childcare setting known to you in terms of safety considerations.



Task 2

This will be marked against the following criteria:

P4 Outline the procedures and practices that need to be adhered to when taking children on an outing.

M3 Explain the reasons underlying the procedures to be undertaken when taking children on an outing.

GUIDANCE NOTES

Read the case study carefully first and then complete the tasks. Remember to include all the points listed in the task when answering the questions, and to explain your points when the question asks for this. Ask your teacher for help if you are not sure what to do.



ASSIGNMENT TITLE **Safe and secure environments for children**

TASK NUMBER AND **Task 1(a)**

TASK DETAIL Produce two floor plans for the upstairs and downstairs of a childcare setting.

Task 1(b)

Place the different age ranges in different rooms.

Task 1(c)

Show the safety features to be included for each age range. For one of the large rooms, and the general areas, write a paragraph explaining why you have used the safety features you have.

Task 1(d)

Lay out the 3-5 years' room into different areas.

Task 1(e)

Produce a fact sheet for staff about all the rules and regulations that apply to the nursery setting.

Task 2

Choose a suitable venue for an outing; liaise with the venue; make sure suitable transport is available; inform families; prepare for emergencies.

ASSESSMENT CRITERIA **Task 1**

P1 Describe how to prepare and maintain a safe and secure environment for children.

P2 Outline basic hygiene principles for a childcare setting.

M1 Explain how to prepare and maintain a safe and secure environment for children.

M2 Explain the importance of ensuring that hygiene principles are carried out in a childcare setting.

D1 Justify the layout, organisation, equipment and materials in a childcare setting known to you in terms of safety considerations.

Task 2

P4 Outline the procedures and practices that need to be adhered to when taking children on an outing.



M3 Explain the reasons underlying the procedures to be undertaken when taking children on an outing.

GRADE / LEVEL Level II, First Diploma

EXEMPLAR ANSWER Remember that all items from the content need to be included in the answer, unless 'e.g.' is given before the item, in which case any suitable example will be acceptable. This mark scheme contains answers from the content, and uses the examples given in the content when necessary.

Task 1 (a)

Expect students to produce two floor plans: one for upstairs and one for downstairs.

The ground floor plan should include:

- two doors to the outside (front and back)
- two large rooms
- two smaller rooms
- children's toilets and nappy-changing area
- hall/stairs
- kitchen
- office.

Outside:

- the rear garden
- gate to pavement outside
- grassed area, with fenced-off space for rabbit and hutch
- tarmac area.

First floor plan should include:

- two large rooms
- two smaller rooms
- children's toilets
- staff toilet
- landing/stairs.

Task 1 (b)

Students should place the different age ranges in different rooms.



Upstairs:

- large room 1 for age 3-5 years; staff:children ratio 1:8
- large room 2 for age 2-3 years; staff:children ratio 1:4
- small room 1 for after-school children age 9-16 years; there is no ratio of staff to children/young people specified for this age range.

Downstairs:

- large room 1 for age 0-12 months; staff:children ratio 1:3
- large room 2 for age 1-2 years; staff:children ratio 1:3
- small room 1 for after-school children age 5-8 years; staff:children ratio 1:8.

When marking, remember that this is not the only possible layout, and any sensible plan that takes into account the practicalities of the nursery, and the needs of the children, should be marked positively.

Task 1 (c)

0-12 months' room should include the following safety features:

- safety gates
- safety harnesses (for highchairs, etc.)
- door safety catches
- window locks
- socket covers
- non-slip mat under sand/water tray.

1-2 years' room should include the following safety features:

- safety gates
- safety harnesses
- door safety catches
- window locks
- socket covers
- non-slip mat under sand/water trays.

2-3 years' room should include the following safety features:

- safety gates
- door safety catches
- window locks
- socket covers
- non-slip mat under sand/water trays.



3-5 years' room should include the following safety features:

- safety gates
- door safety catches
- window locks
- socket covers
- non-slip mat under sand/water trays.

After-school room should include the following safety features:

- door safety catches
- window locks
- socket covers.

Outdoors/garden:

- sand pit cover
- any large toys checked for safety and set up and used according to manufacturers' instructions (e.g. slides, climb-on toys, ride-on toys).
- rabbit and hutch placed in a securely fenced-off area, so access is only when accompanied by staff
- grass areas are kept in good condition
- tarmac area is clean and not slippery
- the gate to the pavement is securely locked.

'For one of the large rooms, and the general areas, write a paragraph explaining why you have used the safety features you have.'

Below are some possible responses for the 0-12 months' room, P being the basic description required, and M showing the further development required. For the explanation students can use whichever room they wish, and the examples below give guidance on what to expect for the different levels of Pass and Merit.

For P1:

The room on the ground floor has been chosen for the 0-12 months' children, as it will be easier to access with pushchairs, etc. and the nappy-changing facility is close by. All the necessary safety features have been fitted as shown on the diagram.

Outside the gate has a lock and the different areas of the garden contain all the required safety features, including a secure area for the rabbit, and a safe, flat tarmac areas for using ride-on toys.



For M1:

The room on the ground floor has been chosen for the 0-12 months' children as it provides easier access for pushchairs, etc. and the nappy-changing facility is close by. There is a safety gate for use in the doorway, to prevent babies who are able to crawl from leaving the room unsupervised, and safety handles fitted on the doors for extra security. The socket covers are to prevent children putting their fingers in the sockets and sustaining electrical/burn injuries. The sand/water tray is placed on a non-slip mat as spillage could be hazardous, and may result in staff or children slipping on spilt sand or water causing injury.

Outside, the garden gate is secure with a lock. The rabbit hutch and run is fenced off securely. The rabbit can be touched/played with by children when under supervision from the nursery staff. Any outside/ride-on toys are available for use on the tarmac area. A safety gate is fitted for use in the doorway leading from the house to the garden, so that children can only leave or enter the house and garden under supervision.

Kitchen: the kitchen door will be protected by a safety catch, and the cooker has guards on the hob. Only staff will have access to the kitchen, but provision must be made to make it a safe place for everyone.

Task 1 (d)

For D1:

The room for 3-5 year old children is laid out in different areas:

- an area with tables and chairs for sitting-down work
- a home corner
- a story corner
- a messy play area with the water/sand tray.

Children will learn to connect the different areas they play in with different activities, e.g. the story corner is for sitting down quietly and reading with the teacher or individually, to promote an understanding of appropriate behaviour in different situations. The windows have locks as the room is on the first floor and there is a danger that children may be able to open the window and fall, or throw things out, thus being a danger to themselves or others. Door safety catches are also fitted to stop children leaving the room unsupervised. The sockets are covered to prevent accidents such as electric shocks and burns. The 3-5 years' room is upstairs as the children will be able to use the stairs as they are no longer using pushchairs, etc. There are safety gates at the top and bottom of the stairs to reduce the danger of falls, and children can only go down the stairs when supervised by a member of staff.

The garden will be used by the children in this room, and the outside toys are checked regularly for damage as this could make them dangerous if used by the children. The rabbit is fenced in his own run, to prevent him escaping and to



stop the children playing with him unsupervised. Staff will then know who has been in contact with the rabbit, and can ensure good hand washing after the children have touched him. Any children suffering allergies relating to plants (pollen) or animals will have these details maintained by the nursery so that correct procedures can be followed in the event of the condition occurring.

Task 1 (e)

Section 1 Legislation

For P1:

The list could include: The Health and Safety at Work Act 1984; Food Safety Act 1990; RIDDOR, 1995; COSHH (see content of **syllabus** for this unit for further details).

For M1:

The completed fact sheet:

- Part of the Health and Safety at Work Act (1974) applies in this setting because employers are required to provide a safe working environment for employees.
- Part of the Food Safety Act (1990) applies in this setting because the nursery staff will need to prepare drinks and snacks for the children, and they must do this in accordance with the Act.
- Part of the RIDDO Regulations (1995) applies in this setting because the nursery is required to report the occurrence of certain injuries and illnesses.
- Part of the COSHH regulations applies in this setting because staff will be required to change nappies and/or deal with minor injuries in the nursery.

Section 2 Health and hygiene practices

For P1:

The term cross-infection means that infection can be passed on from one person to another.

For M1:

The term cross-infection means that bacteria or viruses can be transmitted from one person to another through the air, water, or through food, which can be a source of infection if not stored, cooked or prepared correctly.

For P1:

Safe hygiene needs to be practised by (the staff), and promoted with the children, at all relevant times.

For M1:

Situations where we need to apply safe hygiene practices include: washing



before and after handling food; after changing nappies; going to the toilet; handling animals; wearing gloves when dealing with body fluids, e.g. blood.

The completed factsheet:

The term cross-infection means that infection can be passed on from one person to another so we need to practise good infection control whilst working in the nursery setting (P1).

Safe hygiene needs to be practised by staff, and promoted with the children at all times (P1).

Suggest four situations where hygiene practices need to be carried out in the nursery setting (M1):

- washing before and after handling food
- after changing nappies
- going to the toilet
- handling animals.

Section 3 Nursery working practices

The completed factsheet:

REMEMBER: All safety checks need to be carried out at the beginning, middle and end of each day, and any faults reported. Only use equipment in accordance with manufacturers' instructions. Do not use equipment unless you have been trained to do so.

Task 2

Choice of outing

For P4, this means choosing a suitable venue that meets everyone's needs; for M3 include in relation to the distance to travel the amenities at the venue, the general facility: examples could include a park or a particular location of interest.

For P4, liaising with the venue: contacting the venue beforehand to get any relevant information; for M3, plus examples such as including times of admission, specific activities, costs, need to book and details of possible activities.

For P4, making sure suitable transport is available; for M3, examples include booking transport or arranging transport by parents, and sorting out costs and times with a travel company and parents.

For P4, involving families by keeping them informed through information letters, gaining consents, etc.



For **M3**, involving families through consent forms, collecting monies, appointing parent helpers, negotiating the involvement of siblings, consents (to be included in point above).

For **P4**, making a list of adults and children on the outing, with the names and addresses of emergency contacts.

For **M3**, as above plus, for example, including information on health issues such as allergies, the ages of the children, any special responsibilities such as First Aiders.

For **P4**, keeping a record of travel details for everyone's information (for **M3**), plus keep details for nursery staff not going on the trip, parents, people on the trip, and for planning purposes.

For **P4**, insurance details: any details need to be checked and recorded before the trip, and for **M3**, insurance details must be checked to ensure valid insurance for the nursery when children are taken off the premises.

Health and Safety

For **P4**, Health and Safety guidelines need to be followed at all times; for **M3**, in addition to these include examples such as information on children's allergies, medication, sun cream, hats, waterproof clothing.

For **P4**, adult/child ratios must be adhered to whilst on outings. For **M3**, these are 1:3 for children aged 0-2, 1:4 for children aged 2-3, 1:8 for children aged 5-7yrs 11 months.

Accompanying children

For **P4**, it is important to communicate with everyone connected with the children and the outing to ensure that all is able to proceed smoothly.

For **M3**, when arranging and going on a trip, communication with all relevant people is essential so that the children know what is happening, the adult helpers know what is happening, the transport/bus driver knows what is happening and the venue is aware of the needs and expectations of the group.

Awareness of children's needs

For **P4**, it is important to be continually aware of the children's needs whilst on an outing. These can include needing to go to the toilet, regular food and drink, finding out what activities they want or don't want to do.

For **M3**, being aware of children's needs involves thinking about their need for food and drink, possible problems such as dehydration, arranging regular visits to the toilet, using sun creams, encouraging them to wear appropriate clothing and listening carefully to their requests.

**Safety checks**

For **P4**, safety checks - such as counting the number of children - should be carried out regularly whilst on outings.

For **M3**, safety checks need to be carried out regularly whilst on outings to ensure that all children are present and safe. These checks include head counts, taking the register, being constantly vigilant to dangers and to children's needs.

Awareness of First Aid procedures and persons

For **P4**, all staff should know where the First Aid box is when on an outing, and how to assist in emergencies.

For **M3**, staff should know the identified First Aider, the location and contents of the First Aid box and of any First Aid facilities at the venue. They should know how to assist in First Aid procedures so that they can act safely and effectively, to promote the safety of themselves, the children and other adults when on nursery outings.

GRADING COMMENTS

All the required content has been included in the exemplar answers, and grades given for information included at Pass, Merit and Distinction criteria. It is recommended that staff review the exemplar material when delivering topics related to the assessment.