

# **Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) (QCF)**

## **Units 1 and 7 Assignments**

NVQ/Competence-based qualification

First registration September 2014

# **Unit 1**

# **Assignment 1**

Assignment title	Unit 1 – Nursery Worker
Assessor	

Date issued	
Final deadline	

Qualification covered	Pearson Edexcel Level 3 Diploma for Children’s Learning and Development (Early Years Educator) (QCF)
Units covered	Unit 1-Understand Children’s Early Years Education and Development
Learning Outcomes covered	LO1, LO2, LO3, LO4, LO5
Duration (approx)	
Scenario	You have been given the task of leading colleagues in the delivery of the Early Years foundation stage at Little Stars Day nursery. To ensure all colleagues have the same level of knowledge and understanding about children’s early years education and development you are going to produce resources to be used as an information base for all practitioners.

Task 1	<p>Produce a booklet for your setting that gives clear information on the ages and stages of a <b>child's development</b>.</p> <p>You must clearly explain the expected sequence of development for children 0-8 years including:</p> <ul style="list-style-type: none"> <li>• Cognitive, neurological and brain development</li> <li>• Speech, Language and Communication development, Literacy and Numeracy development</li> <li>• Physical development</li> <li>• Emotional Development</li> <li>• Social Development (LO1 A.C. 1.1, 1.2)</li> </ul> <p>Your booklet should also explain the importance of holistic development, the interrelationship of development and the impact on the child, relating to Speech, language and communication, personal social and emotional development and physical development.</p> <p>You could use pictures from magazines or examples from your setting to support your answer. (LO1 A.C. 1.3)</p> <p>Expand your booklet to include, personal and external factors that can impact development, the causes and effects for each factor and analyse how children's learning and development can be affected, related to the stage of development of the child. (LO1 A.C. 1.4, 1.6.)</p> <p>You should describe how atypical development may impact on all areas of a child's development. (LO1 A.C. 1.5)</p> <p>Evaluate, using examples of interventions used in practice, how they can be used to promote positive development in children. (LO1 A.C. 1.7)</p>
Evidence you must produce for this task	Development guidance booklet including illustrations and/or photographs as appropriate.

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain expected <b>children’s development</b> from birth to 5 years	1	1.1
Explain expected <b>children’s development</b> from 5 up to 8 years	1	1.2
Explain the importance to children’s holistic development of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech, language and communication</li> <li><input type="checkbox"/> Personal, social and emotional development</li> <li><input type="checkbox"/> Physical development</li> </ul>	1	1.3
Analyse how children’s learning and development can be affected by: personal factors and external factors	1	1.4
Describe how atypical development may impact on areas of development	1	1.5
Analyse how children’s learning and development can be affected by their stage of development	1	1.6
Evaluate how interventions can promote positive development	1	1.7

Task 2	<p>Produce a magazine article for the new childcare magazine that can be used as an information resource for colleagues.</p> <p>Start by explaining how babies and children learn. You should include examples such as use of sense, socialisation, and exploration. (LO2 A.C. 2.1)</p> <p>Continue to evaluate theories and models of development, explaining how these are used to support children’s development. (LO2 A.C. 2.2, 2.3)</p> <p>Evaluate how evidence based approaches inform your own practice. (LO2 A.C. 2.4.)</p> <p>You may wish to draw on relevant examples from your own placement to support your work.</p>
Evidence you must produce for this task	Magazine article

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain how babies and children learn and develop	1	2.1
Evaluate theories and models of child development	1	2.2
Explain how to apply theories and models of child development to support children’s development	1	2.3
Evaluate how evidenced based approaches can inform own practice	1	2.4

Task 3

Produce a power point presentation that can be shared with colleagues during an in house training session that develops understanding of speech, language and communication needs of children.

Your power point presentation should include the following.

An identification of the communication development needs of children aged 0-2, 2-5 and 5-8 years. (LO4 A.C. 4.1)

Examples how play and activities support speech, language and communication development, and evaluate strategies for developing early literacy and mathematics development. You should use examples to support your work placement. (LO4 A.C. 4.5, 4.6)

Provide an explanation about systemic synthetic phonics and how the early development of this can be supported in the early year’s environment to help children learn to read. (LO4 A.C. 4.4)

To conclude your presentation, explain how early intervention criteria can be used to support children’s speech, language and communication development, include how multi agency teams work together to support a child’s speech language and communication. (LO A.C. 4.2, 4.3)

Use examples from your work placement to support your work where possible.

Evidence you must produce for this task

Power point presentation with guidance notes for colleagues

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Identify the communication development needs of children from: □ Birth to 2 years, □ 2 to 5 years, □ 5 up to 8 years	1	4.1
Explain early intervention criteria	1	4.2
Explain how multi-agency teams work together to support speech, language and communication	1	4.3
Explain systematic synthetic phonics associated with reading	1	4.4
Evaluate strategies for developing early literacy and mathematics	1	4.5
Explain how play and activities support speech, language and communication development	1	4.6

Task 4

Produce an information booklet for parent’s open day that shows what you have learnt from researching how your setting helps children build secure attachments and manage transitions.

Explain how to prepare and support children through a variety of transitions and significant events and analyse the potential effect that transitions and significant events have on children including,

- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- loss of significant people
- moving between setting and careers.

(LO5 A.C. 5.1, 5.2)

Explain why children need stable relationships to help them manage the transition. Ensure you explain using theories of attachment why positive attachments are important for children and analyse strategies that could be used to help children to form positive attachments and the impact on the child if they do not form a positive attachment.

(LO3 A.C. 3.1, 3.2, 3.3, 3.4. LO5 A.C. 5.3)

Evidence you must produce for this task

Information booklet



Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Analyse the potential effect that <b>transitions and significant events</b> have on children	1	5.1
Explain how to prepare and support children through <b>transitions and significant events</b> in their lives	1	5.2
Explain the effect on children of having stable relationships during periods of <b>transition</b>	1	5.3
Explain theories of attachment	1	3.1
Explain why positive attachment is important for children	1	3.2
Analyse the impact on children of not forming positive attachments	1	3.3
Analyse strategies for promoting positive attachments	1	3.4

Sources of information	<p><b>Textbooks</b></p> <p>Brown S, <i>Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul</i> (J P Tarcher/Penguin Putnam 2010) ISBN 978-1583333785</p> <p>Else P, <i>The Value of Play</i> (Continuum International Publishing Group Ltd. 2009) ISBN 978-0826495655</p> <p>Lindon J, <i>Understanding Child Development</i> (Hodder Education 2012) ISBN 1444167189</p> <p>ISBN-13: 978-1444167184</p> <p>Meggitt, C, <i>Child Development, an Illustrated Guide 3rd edition with DVD</i> (Pearson Education 2012) ISBN 0435078801</p> <p>Minett, P, <i>Child Care and Development</i> (Hodder Arnold, 2005) ISBN 0340889152</p> <p>Trodd, L, <i>Transitions in the Early Years: Working with Children and Families</i> (Sage 2012) ISBN 9781446249789</p>
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**Websites**

[www.4children.org.uk](http://www.4children.org.uk) - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

[www.barnardos.org.uk](http://www.barnardos.org.uk) - Barnardo's works to transform the lives of vulnerable children and young people

[www.ncb.org.uk/cpis](http://www.ncb.org.uk/cpis) - Children's Play Information Service

[www.education.gov.uk/childrenandyoungpeople](http://www.education.gov.uk/childrenandyoungpeople) - The Department of Education is committed to providing high-quality early education and support for parents, children and young people.

[www.early-education.org.uk](http://www.early-education.org.uk) - Early Education believes every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances

[www.kids.org.uk](http://www.kids.org.uk) - KIDS provides opportunities and support to disabled children, young people and their families

[www.ncb.org.uk](http://www.ncb.org.uk) - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

[www.nspcc.org.uk](http://www.nspcc.org.uk) - The NSPCC's vision is to end cruelty to children in the UK.

# **Unit 1**

## **Assignment 2**

Assignment title	Unit 1 - Childminder
Assessor	

Date issued	
Final deadline	

Qualification covered	Pearson Edexcel Level 3 Diploma for Children’s Learning and Development (Early Years Educator) (QCF)
Units covered	Unit 1- Understand Children’s Early years Education and Development
Learning Outcomes covered	LO1, LO2, LO3, LO4, LO5
Duration (approx)	
Scenario	As a childminder you are seeking to increase parent’s knowledge of child development so they have a greater understanding of the work that you do in supporting their child’s learning and development.

Task 1	<p>To increase parent’s knowledge about stages of their child’s development you will devise a guide that gives clear information on ages and stages of a child’s development. You must clearly explain the expected sequence of development for children 0-8 years including:</p> <ul style="list-style-type: none"> <li>Cognitive, neurological and brain development</li> <li>Speech, language and Communication development</li> <li>Literacy and numeracy development</li> <li>Physical development</li> <li>Emotional Development</li> <li>Social Development</li> </ul> <p>You should highlight how the holistic nature of development can impact children’s development. You must cover speech, language and communication, personal, social and emotional development and physical development and how these areas are interlinked. (LO1 A.C. 1.1, 1.2, 1.3)</p>
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	<p>Expand your guide to include a Questions and answers section that parents can refer to for further information. This should include the following;</p> <p>Personal and external factors that can impact development. For each factor analyse how children’s learning and development can be affected. (LO1 A.C. 1.4)</p> <p>You should describe how atypical behaviour may impact on areas of development and analyse how children’s learning and development can be impacted by their stage of development. (LO1 A.C 1.5, 1.6)</p> <p>Evaluate examples of interventions that can be used in practice to promote positive development and how this is achieved. (LO1 A.C. 1.7)</p> <p>You may choose to include examples from your own practice when doing so ensure Data protection and confidentiality is adhered to.</p>
Evidence you must produce for this task	Development guidance book including a Questions and answer section.

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain expected <b>children’s development</b> from birth to 5 years	1	1.1
Explain expected <b>children’s development</b> from 5 up to 8 years	1	1.2
Explain the importance to children’s holistic development of: <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Personal, social and emotional development <input type="checkbox"/> Physical development	1	1.3
Analyse how children’s learning and development can be affected by: personal factors and external factors	1	1.4
Describe how atypical development may impact on areas of development	1	1.5
Analyse how children’s learning and development can be affected by their stage of development	1	1.6
Evaluate how interventions can promote positive development	1	1.7

Task 2	<p>Produce a power point presentation with development notes to share with parents that illustrates how children and babies learn and develop.</p> <p>You should include examples that explain how babies and children learn and develop such as by the use of their senses, socialisation and exploration. (LO2 A.C 2.1)</p> <p>Evaluate theories and models of child development eg, social learning theory, classical conditioning, behaviourists, in relation to the way children develop and learn, explain how these are applied to support children’s development in your setting. (LO2 A.C. 2.2, 2.3)</p> <p>Evaluate how evidenced based approaches can inform your own practice. You may want to refer or use your own observations and assessments to help you elaborate. (LO2 A.C. 2.4)</p> <p>You may wish to use pictures or photographs fiving relevant examples to support your work if necessary permission is granted.</p>
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Evidence you must produce for this task

Power-point presentation and development notes

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain how babies and children learn and develop	1	2.1
Evaluate theories and models of child development	1	2.2
Explain how to apply theories and models of child development to support children’s development	1	2.3
Evaluate how evidenced based approaches can inform own practice	1	2.4

Task 3	<p>You are to write a booklet that can be given to parents to how you support the speech language and communication development of the children in your care.</p> <p>Start by identifying the communication development needs of children, birth to 2 years, 2 to 5 years and 5 up to 8 years, you can provide illustrations and examples from own practice to demonstrate knowledge. (LO4 A.C. 4.1)</p> <p>Using examples, evaluate strategies for developing early literacy and mathematic skills in children. Explain how play and activities support speech, language and communication development in children. (LO4 A.C. 4.5, 4.6)</p> <p>Provide an explanation for parents about systemic synthetic phonics and how to early development of this can be supported in the home based environment to help children with the skills for reading. (LO4 A.C. 4.4)</p> <p>Conclude your plan with an explanation of early intervention criteria. (LO4 A.C. 4.2)</p> <p>Using the strategies explain how you can use them to support a child’s speech, language and communications skills, including the use of external agencies giving examples of own practice where multi-agency working has been used to best effect previously. (LO4 A.C. 4.3)</p> <p>In all cases please ensure confidentiality of information used.</p>
Evidence you must produce for this task	Booklet for parents.



Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Identify the communication development needs of children from: <input type="checkbox"/> Birth to 2 years, <input type="checkbox"/> 2 to 5 years, <input type="checkbox"/> 5 up to 8 years	1	4.1
Explain early intervention criteria	1	4.2
Explain how multi-agency teams work together to support speech, language and communication	1	4.3
Explain systematic synthetic phonics associated with reading	1	4.4
Evaluate strategies for developing early literacy and mathematics	1	4.5
Explain how play and activities support speech, language and communication development	1	4.6

Task 4

For new parents using your childminding setting you will provide them with your own policies and procedures for helping the child to settle in and further information about supporting children through transitions and helping them to make secure attachments.

Produce a policy or guidelines for good practice in relation to settling a child/ren who are experiencing significant events in their life. This should explain how you will support the child and family through the following:

- moving school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- loss of significant people
- moving between settings and careers

You need to analyse the potential effects that transitions and significant events may have on the child/ren and explain how you would prepare and support the child/ren through these events including the effect of having stable relationship during these periods of transition. (LO5 A.C. 5.1, 5.2, 5.3)

	<p>To help parents gain a greater understanding of what secure attachments are you should provide them with written information in the form of a booklet or Power Point presentation that can be put on to disc for them to view.</p> <p>You should include the following information;</p> <p>Explain theories of attachment (LO3 A.C. 3.1)</p> <p>Explain why positive attachment is important for children linking this to benefits for the child attending your setting. (LO3 A.C. 3.2)</p> <p>Analyse the impact of children not forming positive attachments (LO3 A.C. 3.3)</p> <p>Analyse how strategies used in your setting to promote positive attachments have worked and the benefits for the child as a result. (LO3 A.C. 3.4)</p> <p>You may decide to reflect on your own experiences from practice but in doing so should ensure data protection and confidentiality of information used.</p>
Evidence you must produce for this task	<ul style="list-style-type: none"> <li>• Settling in policy or Information sheet</li> <li>• PowerPoint presentation</li> </ul>

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Analyse the potential effect that <b>transitions and significant events</b> have on children	1	5.1
Explain how to prepare and support children through <b>transitions and significant events</b> in their lives	1	5.2
Explain the effect on children of having stable relationships during periods of <b>transition</b>	1	5.3
Explain theories of attachment	1	3.1
Explain why positive attachment is important for children	1	3.2
Analyse the impact on children of not forming positive attachments	1	3.3
Analyse strategies for promoting positive attachments	1	3.4

Sources of information

**Textbooks**

Brown S, *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J

P Tarcher/Penguin Putnam 2010) ISBN 978-1583333785

Else P, *The Value of Play* (Continuum International Publishing Group Ltd. 2009)

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Lindon J, *Understanding Child Development* (Hodder Education 2012) ISBN 1444167189

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Minett, P, *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

Trodd, L, *Transitions in the Early Years: Working with Children and Families* (Sage 2012) ISBN 9781446249789

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# **Unit 7**

# **Assignment 1**

Assignment title	Unit 7 - Nursery Worker
Assessor	

Date issued	
Final deadline	

Qualification covered	Pearson Edexcel Level 3 Diploma for Children’s Learning and Development (Early Years Educator) (QCF)
Units covered	Unit 7 - Promote the Health, Safety and Well-being of Children in Early Years Settings
Learning Outcomes covered	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8
Duration (approx)	
Scenario	You and your manager have been reviewing the health and safety training materials used in your early years setting, Happy Feet. The information currently used is out of date and no longer fit for purpose so you are tasked with preparing new materials, ensuring they are up to date and relevant to the needs of staff.

Task 1	<p>Develop an information sheet for staff detailing the relevant health and safety legislation and regulations and how they are implemented in the early years setting.</p> <p>Include relevant website and sources where information and guidance can be accessed when planning healthy and safe environments.</p> <p>(LO1 A.C. 1.1, 1.2)</p>
Evidence you must produce for this task	Information sheet

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain how health and safety legislation and regulations are implemented in own work setting	7	1.1
Identify sources of current guidance for planning healthy and safe environments	7	1.2

Task 2	<p>Prepare a PowerPoint presentation to deliver to staff identifying and describing how to plan and carry out physical care routines suitable to the age, stage and needs of the child. Use examples from your setting to illustrate key points.</p> <p>(LO2 A.C. 2.1, 2.2)</p> <p>The presentation should include information and an activity explaining the potential dilemmas a practitioner could be faced with in relation to the rights and choices of children and health and safety requirements.</p> <p>(LO2 A.C. 2.3) You could use a case study to support this task.</p>
Evidence you must produce for this task	PowerPoint presentation

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Identify the physical care routines which may be carried out	7	2.1
Describe how to plan and carry out physical care routines suitable to the age, stage and needs of the child	7	2.2
Explain potential dilemmas between the rights and choices of children and health and safety requirements	7	2.3

Task 3	<p>Prepare a frequently asked questions section for inclusion in the training, analysing the importance of health and well-being for babies and children. This should include descriptions of ways to promote healthy lifestyles for babies and children. (LO3 A.C.3.1, 3.2)</p>
Evidence you must produce for this task	Produce FAQs

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Analyse the importance of health and well-being for babies and children	7	3.1
Describe ways of promoting healthy lifestyles for babies and children	7	3.2

Task 4	<p>Prepare an article for the setting’s newsletter analysing a practitioners’ role in relation to:</p> <ul style="list-style-type: none"> <li>▪ ensuring there is adequate supervision</li> <li>▪ keeping up-to-date registers</li> <li>▪ role-modelling safe behavior</li> <li>▪ selecting resources and equipment appropriate to children’s age/stage of development</li> <li>▪ understanding the principles of first aid in response to an accident</li> <li>▪ knowing how to carry out an emergency evacuation</li> <li>▪ knowing how and when to call for emergency help in medical and fire emergencies</li> <li>▪ staying calm and reassuring children.</li> </ul> <p>You should also identify your own responsibilities in keeping children safe and secure. (LO A.C. 4.1, 4.2)</p> <p>The article should also explain approaches used to monitor and maintain health and safety and describe how people in your own setting are informed the setting of risks and hazards and encouraged to work safely at all times. (LO4 A.C. 4.3, 4.4)</p>
Evidence you must produce for this task	Article for newsletter



## Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Analyse the <b>role of practitioners</b> in keeping children safe and secure	7	4.1
Identify own responsibilities in relation to health and safety	7	4.2
Explain how health and safety is monitored and maintained	7	4.3
Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely	7	4.4

Task 5	<p>Produce a check list that identifies accidents and emergencies which may occur in an early years setting. (LO5 A.C 5.1)</p> <p>You should prepare a flowchart explaining how to respond to accidents and emergency situations and describe the procedures for recording and reporting accidents and emergencies. You should explain each section of the flow chart. This should include a section explaining how injuries can be avoided in the early years setting (LO5 A.C 5.2, 5.3, 5.4)</p>
Evidence you must produce for this task	Check list and Flow chart

**Criteria covered by this task:**

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Identify accidents and emergency situations which may occur in an early years setting	7	5.1
Explain how to respond to accidents and emergency situations	7	5.2
Explain how to avoid injuries in early years settings	7	5.3
Describe the procedures for recording and reporting accidents and other emergencies in own setting	7	5.4

Task 6	<p>Compile a booklet for staff starting with description of legislation, regulations and guidance that apply to infection prevention and control in early years settings and leading on to explain how to prevent the spread of infection in early years settings.</p> <p>You must ensure you cover each of the following areas,</p> <ul style="list-style-type: none"> <li>▪ hand washing</li> <li>▪ food hygiene</li> <li>▪ dealing with spillages safely</li> <li>▪ safe disposal of waste</li> <li>▪ using correct personal protective equipment</li> <li>▪ knowledge of common childhood illnesses and immunisation</li> <li>▪ exclusion periods for infectious diseases (LO6 A.C. 6.1, 6.4)</li> </ul>
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Task 6	<p>The booklet should identified childhood infections and a description of how infection is spread in the setting. (LO6 A.C. 6.2, 6.3)</p> <p>Finally, there should be an explanation of immunization programmes and the role they play in infection control for children (LO6 A.C 6.5)</p>
Evidence you must produce for this task	Booklet

**Criteria covered by this task:**

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain how to <b>prevent the spread of infection</b> in early years settings	7	6.1
Identify childhood infections	7	6.2
Describe how infection may be spread in early years settings	7	6.3
Describe legislation, regulations and guidance that apply to infection prevention and control in early years settings	7	6.4
Explain the immunization programme for children and its role in infection control	7	6.5

Task 7	<p>Produce case studies to be used during training detailing key issues and approaches used to assess health and safety risks in early years settings, explaining the risk assessment process how to assess the infection and safety risk. You must ensure you cover the following points in your risk assessment procedures,</p> <ul style="list-style-type: none"> <li>▪ identifying hazards</li> <li>▪ deciding who may be harmed and how</li> <li>▪ evaluating the risk</li> <li>▪ deciding on precautions</li> <li>▪ recording findings and implementing them</li> <li>▪ reviewing assessment and updating</li> </ul> <p>And you must cover the following situations when looking at infection and safety risks,</p> <ul style="list-style-type: none"> <li>▪ in indoor and outdoor play and learning experiences</li> </ul>
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Task 7	<ul style="list-style-type: none"> <li>▪ in personal care routines</li> <li>▪ in provision of food</li> <li>▪ in cleaning and maintaining the environment, equipment and toys</li> </ul>
Evidence you must produce for this task	<p>Case studies</p> <p>Completed Risk assessment forms</p>

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain <b>the risk assessment process</b>	7	7.1
Describe how to carry out a risk assessment and risk management in line with policies and procedures	7	7.2
Explain how to assess <b>infection and safety risks</b>	7	7.3

<p>Task 8</p>	<p>Prepare a short interactive training session to deliver to staff, which explains the systems and structures in place to support the maintenance of records and reports.</p> <p>You must cover the following,</p> <ul style="list-style-type: none"> <li>▪ medication requirements</li> <li>▪ special dietary needs</li> <li>▪ planning</li> <li>▪ observation and assessment</li> <li>▪ health, safety and security</li> <li>▪ accidents</li> <li>▪ daily register</li> </ul> <p>The session should include the importance of maintaining accurate and coherent records and reports, and the importance of maintain the confidentiality of records, using exemplars for staff to complete.</p> <p>You may decide to reflect on your own experiences from practice but in doing so should ensure data protection and confidentiality of information used. (LO8 A.C 8.1, 8.2, 8.3)</p>
<p>Evidence you must produce for this task</p>	<p>Interactive Training session</p>

<p>Criteria covered by this task:</p>		
<p>To achieve the criteria you must show that you are able to:</p>	<p>Unit</p>	<p>Assessment Criteria</p>
<p>Explain the importance of maintaining accurate and coherent records and reports</p>	<p>7</p>	<p>8.1</p>
<p>Explain how to maintain <b>records and reports</b></p>	<p>7</p>	<p>8.2</p>
<p>Explain the importance of maintaining the confidentiality of records</p>	<p>7</p>	<p>8.3</p>

## Source of information

**Textbooks**

Lindon, J-*Safeguarding and Child Protection: 0-8 Years: Linking Theory and Practice* (Hodder Education, 2012)

ISBN 9781444145489

Parker, L-*The Early Years Health and Safety Handbook* (Routledge)

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**Websites**

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[www.hse.gov.uk](http://www.hse.gov.uk) – The Health and Safety Executive is the national independent watchdog for work-related health, safety and illness.

[www.playengland.org.uk/resources/managing-risk-in-play-provision-implementationguide.aspx](http://www.playengland.org.uk/resources/managing-risk-in-play-provision-implementationguide.aspx) – Play England- Managing Risk in Play Provision

[www.playengland.org.uk/charter](http://www.playengland.org.uk/charter) – Play England Charter for Children's Play

# **Unit 7**

## **Assignment 2**

Assignment title	Unit 7 - Childminder
Assessor	

Date issued	
Final deadline	

Qualification covered	Pearson Edexcel Level 3 Diploma for Children’s Learning and Development (Early Years Educator) (QCF)
Units covered	Unit 7 - Promote the Health, Safety and Well-being of Children in Early Years Settings
Learning Outcomes covered	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8
Duration (approx)	
Scenario	As a registered childminder you are preparing for your forthcoming OFSTED inspection. To demonstrate how you promote the Health, Safety and Wellbeing of the children in your care you are putting together a folder of evidence for the inspection process.

Task 1	<p>Produce a section in your folder that explains how the health and safety legislation and regulations are implemented in your own work setting. (LO1 A.C 1.1)</p> <p>Provide evidence to show that you can identify current sources of guidance for planning health and safety environments. (LO1 A.C. 1.2)</p>
Evidence you must produce for this task	Guidance documentation



Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain how health and safety legislation and regulations are implemented in own work setting	7	1.1
Identify sources of current guidance for planning healthy and safe environments	7	1.2

Task 2	<p>Provide information for the inspector that can also be shared with parents to show how to carry out physical care routines in your setting. You can provide an information booklet for your folder to show how you meet the physical care needs of the varying ages of children in your setting. (LO2 AC 2.1, 2.2)</p> <p>To address potential dilemmas between the rights and choices of children and health and safety requirements you should include a question and answer sheet detailing possible scenarios and how these would be managed. (LO2 AC 2.3)</p> <p>Develop your information to include an analysis of the importance of health and wellbeing for babies and children and describe ways of promoting healthy lifestyles for babies and children. (LO3 A.C. 3.1, 3.2)</p> <p>You may choose to include examples from your own practice to support your work, when doing so ensure data protection and confidentiality is adhered to.</p>
Evidence you must produce for this task	<p>Information Booklet</p> <p>Q &amp; A sheet</p>

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Identify the physical care routines which may be carried out	7	2.1
Describe how to plan and carry out physical care routines suitable to the age, stage and needs of the child	7	2.2
Explain potential dilemmas between the rights and choices of children and health and safety requirements	7	2.3
Analyse the importance of health and wellbeing for babies and children	7	3.1
Describe ways of promoting healthy lifestyles for babies and children	7	3.2

Task 3

Devise notes to help inform a discussion with your inspector to demonstrate how you keep children safe and secure in your house.

Identify and analyse your **roles and responsibilities** regarding supervision, registers, role-modelling safe behaviour, selecting resources and equipment, principles of first aid, carrying out emergency evacuation and knowing when to call for help in medical and fire emergencies, staying calm and reassuring children. Give an example of each of these safety and security measures in place in the home environment. (LO4 A.C. 4.1, 4.2)

Provide evidence to explain the **risk assessment process that** explains how health and safety is monitored and maintained, including identifying hazards, deciding who may be harmed and how, evaluating the risk, deciding on precautions, recording findings and implementing them, reviewing assessment and updating conducted on your home environment covering **infection and safety risks** to include indoor and outdoor play and learning experiences, personal care routines, provision of food, cleaning and maintaining the environment and taking children on outings.

You should use working documents to illustrate this process ensuring systems in place are robust and fit for purpose (LO4 A.C. 4.3, LO7 A.C. 7.1, 7.2, 7.3)

Explain why accurate and coherent **records and reports** in relation to medication requirements, special dietary needs, health safety and security, accidents, daily registers, planning, observation and assessment are important and maintained. Give examples describing how other adults living in the house and visitors are made aware of risks and hazards and encourage to work safely. (LO4 A.C. 4.4, LO8 A.C. 8.1, 8.2)

Evidence you must produce for this task	Discussion notes Working plans and document Risk assessments
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**Criteria covered by this task:**

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Analyse the <b>role of practitioners</b> in keeping children safe and secure	7	4.1
Identify own responsibilities in relation to health and safety	7	4.2
Explain how health and safety is monitored and maintained	7	4.3
Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely.	7	4.4
Explain the <b>risk assessment process</b>	7	7.1
Describe how to carry out a risk assessment and risk manage in line with policies and procedures	7	7.2
Explain how to assess <b>infection and safety risks</b>	7	7.3
Explain the importance of maintaining accurate and coherent records and reports	7	8.1
Explain how to maintain records and reports	7	8.2

Task 4	<p>Include a section in your folder to share with your inspector that shows you know how to respond to emergency situations. Identify policies and procedures in relation to different accident and emergency situations and explain how you respond to these situations. You may refer to policies already used in task 1 of this unit. (LO5 A.C. 5.1, 5.2)</p> <p>Provide evidence that explains how to avoid injuries in the home environment. You may wish to refer to evidence provided for task 3 and reflect on examples of your own practice. (LO5 A.C. 5.3)</p> <p>Complete this section by provided documented evidence describing the procedures for recording and reporting accidents and other emergencies in the home environment (LO5 A.C. 5.4)</p> <p>Ensure Data protection and confidentiality is adhered to when using reporting forms.</p>
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Evidence you must produce for this task	Policies of setting Reflective practice information sheet Reporting forms and documentation
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Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Identify accidents and emergency situations which may occur in early years settings.	7	5.1
Explain how to respond to accidents and emergency situations.	7	5.2
Explain how to avoid injuries in early years settings.	7	5.3
Describe the procedures for recording and reporting accidents and other emergencies in own setting	7	5.4
Explain the importance of maintaining accurate and coherent records and reports	7	8.1
Explain how to maintain <b>records and reports</b>	7	8.2
Explain the importance of maintaining the confidentiality of records	7	8.3

Task 5	<p>In your folder develop a section about effective infection control in your home environment.</p> <p>You should refer to policies and procedures already identified in Task 1. Explain how to <b>prevent the spread of infection</b> and describe the relevant regulations, legislation and guidance applicable to childminding practice. Ensure this includes explaining practices relating to hand washing, food hygiene, dealing with spillages safely, disposal of waste, using correct personal protective equipment, common childhood illnesses and immunisation and exclusion periods for infectious diseases. (LO6 A.C. 6.1, 6.4).</p> <p>Produce an information sheet that can be shared with parents and inspectors identifying childhood infections and describe how these are spread. Explain the childhood immunization programme and its role in infection control. (LO6 A.C. 6.2, 6.3, 6.5)</p>
Evidence you must produce for this task	<p>Policies and procedures</p> <p>Information sheet</p>

#### Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain how to <b>prevent the spread of infection</b> in early years settings	7	6.1
Identify childhood infections	7	6.2
Describe how infections may be spread in early years settings	7	6.3
Describe legislation, regulations and guidance that apply to infection control in early years settings	7	6.4
Explain the immunisation programme for children and its role in infection control	7	6.5

Source of information

### Textbooks

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