

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.

<p>Task 1</p>	<p>Produce a display or booklet for your setting 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> <p>Cognitive, neurological and brain development</p> <p>Speech, language and Communication development</p> <p>Literacy and numeracy development</p> <p>Physical development</p> <p>Emotional Development</p> <p>Social Development</p> <p>(LO1 A.C. 1.2, 1.2)</p> <p>You should highlight how the holistic nature of development can impact children’s development and how these are interlinked.</p> <p>You may use photographs from magazines and journals to illustrate your points. (LO1 A.C. 1.3)</p> <p>Expand your booklet/display to include</p> <p>Personal and external factors that can impact development. Choosing at least 2 causes and effects for each analyse how children’s learning and development can be affected. (LO1 A.C. 1.4, 1.6)</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)</p> <p>Show 3 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>Evidence you must produce for this task</p>	<p>Development guidance booklet or display</p> <p>Illustrations and/or photographs</p>

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain expected children’s development from birth to 5 years	1	1.1
Explain expected children’s development 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 guidance booklet that can be used as an information resource for colleagues.</p> <p>Start by explaining how babies and children learn. You should include at least 4 examples such as use of sense, socialisation, and exploration. (LO2 A.C. 2.1)</p> <p>Identify theories and models of child development eg, social learning theory, classical conditioning, behaviourists.</p> <p>Evaluate the approaches of at least 4 of these and explain how these are applied to support children’s development in practice. (LO2 A.C. 2.2, 2.3)</p> <p>Explain what is meant by evidence based approaches and how these can inform you 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 if necessary permission is granted.</p>
Evidence you must produce for this task	Booklet either paper based or power point

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 explanation of the communication development needs of children 0-8 years. (LO4 A.C. 4.1)

Examples of activities for each age group that you could use to support children’s speech, language and communication development and how they do this. Examples you provide should include those to develop early literacy and mathematic skills in children. You must consider the role you play in this in addition to the resources provided. (LO4 A.C. 4.5, 4.6)

Provide a detailed explanation about systemic synthetic phonics and how the early development of this can be supported in the early year’s environment environment to help children with the skills for school readiness. (LO4 A.C. 4.4)

Conclude your presentation with explaining strategies for identifying difficulties in children’s speech, language and communication.

Explain the strategies you can use to support a child including the use of external agencies. (LO4 A.C. 4.2, 4.3)

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: <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

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

List the strategies used by the setting to aid the settling in process and help children who are new to the setting form positive attachments. (LO5 A.C. 5.2)

Explain why children need stable relationships to help them manage the transition and how important the key person approach is during this time. Ensure you identify why positive attachments are important for children. (LO3 A.C. 3.2, LO5 A.C. 5.3)

Give 3 examples of other transitions children may experience in their lives and identify strategies that could be used to help children to manage these transitions and form positive attachments. (LO3 A.C. 3.3, 3.4, LO5 A.C. 5.2)

Explain the impact on children who do not make positive attachments or manage transitions well. (LO3 A.C. 3.3, LO5 A.C. 5.1)

Find out from your setting how they prepare children to move on to school and list the strategies they use in your information booklet. (LO5 A.C. 5.2)

Expand your information booklet to include the following:

Explain theories of attachment giving at least 3 different theoretical

	perspectives. (LO3 A.C. 3.1)
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 transitions and significant events have on children	1	5.1
Explain how to prepare and support children through transitions and significant events in their lives	1	5.2
Explain the effect on children of having stable relationships during periods of transition	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
	<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>

Websites

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 - Barnardo's works to transform the lives of vulnerable children and young people

www.ncb.org.uk/cpis - Children's Play Information Service

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 - 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 - KIDS provides opportunities and support to disabled children, young people and their families

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 - 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 parents 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> <p>Cognitive, neurological and brain development</p> <p>Speech, language and Communication development</p> <p>Literacy and numeracy development</p> <p>Physical development</p> <p>Emotional Development</p> <p>Social Development</p> <p>You should highlight how the holistic nature of development can impact children’s development and how these 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. Choosing at least 2 causes and effects for each analyse how children’s learning and development can be affected. (LO1 A.C. 1.4, 1.6)</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)</p> <p>Show 3 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>
<p>Evidence you must produce for this task</p>	<p>Development guidance book including a Questions and answer section.</p>

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain expected children’s development from birth to 5 years	1	1.1
Explain expected children’s development 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 guidance document to share with parents that illustrates how children and babies learn and develop.</p> <p>You should include at least 4 examples such as use of sense, socialisation and exploration. (LO2 A.C 2.1)</p> <p>Identify theories and models of child development eg, social learning theory, classical conditioning, behaviourists. (LO2 A.C. 2.2)</p> <p>Evaluate the approaches of at least 4 of these and explain how these are applied to support children’s development in your setting.</p> <p>Your observations and assessments may be useful to help elaborate your explanations. (LO2 A.C. 2.3)</p> <p>Conclude your guidance document by evaluating how evidence based approaches can inform own practice (LO2 A.C. 2.4)</p> <p>You may wish to use pictures of photographs giving relevant examples to support your work if necessary permission is granted.</p>
Evidence you must	Guidance document

produce for this task	Observations Photographs
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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 working plan that can be given to parents to show 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 0-8 years you can provide illustrations and examples from own practice to demonstrate knowledge. (LO4 A.C. 4.1)</p> <p>For each age group give at least 3 examples of activities and experiences that you provide as a childminder in your home based setting and highlight how these support speech, language and communication development. Ensure the examples you provide include those to develop early literacy and mathematic skills in children. You must consider the role you play in this in addition to the resources provided. (LO4 A.C. 4.5, 4.6)</p> <p>Provide a detailed explanation for parents about systemic synthetic phonics and how the early development of this can be supported in the home based environment to help children with the skills for school readiness. (LO4 A.C. 4.4)</p> <p>Conclude your plan with explaining how you can identify difficulties in children’s speech, language and communication development through effective observation and assessment. (LO4 A.C. 4.2)</p> <p>Explain the strategies you can use to support a child 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	<p>Communication development table</p> <p>Activity Plan</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
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 in who is new to your setting. This should demonstrate how you will support the child and family, the potential effects the transition may have and how these can be managed. (LO3 A.C.3.4, LO5 A.C. 5.1,5.2)

You should include the importance of the key person approach during this time and the need for stable relationships to help children manage the transition. (LO5 A.C. 5.3)

Develop the information you give to parents to include guidance on how you as a practitioner can help children through other significant transitions in their lives including moving on from your setting.

Choose at least 3 examples of transitions or significant events to analyse. (LO5 A.C. 5.2)

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 PowerPoint presentation that can be put on to disc for them to view.

	<p>You should include the following information;</p> <p>Explain theories of attachment giving at least 3 different theoretical perspectives. (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 in the short term and long term. (LO3 A.C. 3.3)</p> <p>Explain 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">• Settling in policy• Information sheet• PowerPoint presentation

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 transitions and significant events have on children	1	5.1
Explain how to prepare and support children through transitions and significant events in their lives	1	5.2
Explain the effect on children of having stable relationships during periods of transition	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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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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www.ncb.org.uk/cpis - Children's Play Information Service

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www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families

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www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.

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>Develop activities for inclusion to check staff knowledge. (LO1 A.C. 1.1, 1.2)</p>
Evidence you must produce for this task	<p>Information sheet</p> <p>Staff activity sheet</p>

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 explaining 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. (LO2 A.C. 2.1, 2.2)</p> <p>The presentation should include information and an activity or case study relating to dilemmas a practitioner could be faced with in relation to the rights and choices of children and health and safety requirements. (LO2 A.C. 2.3)</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 methods of promoting 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 explaining a practitioners' role and responsibilities in keeping children safe and secure. (LO4 A.C.4.1, 4.2)</p> <p>The article should also include approaches used to monitor and maintain health and safety and how people in the setting are informed 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 role of practitioners 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>Following on from the presentation in task 2, evidence for the training materials should be in the form of responses to case studies or material from the media identifying accidents and emergencies which may arise in an early years setting. (LO5 A.C 5.1)</p> <p>You should prepare a flowchart showing how to respond to accidents and emergency situations and the procedures for recording and reporting accidents and emergencies. You should explain each section of the flow chart.</p> <p>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	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 an overview of legislation, regulations and guidance that apply to infection prevention and control in early years settings and leading on to the importance of infection prevention and control. (LO6 A.C. 6.1, 6.4)</p> <p>The booklet should include what childhood infections are and how infection is spread in the setting. Current media evidence should be used to demonstrate the impact of poor infection prevention and control. (LO6 A.C. 6.2, 6.3)</p> <p>Finally, there should be an explanation of immunisation programmes and</p>
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	the role they play in infection control for children. (LO6 A.C. 6.5)
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 prevent the spread of infection 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	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 and management process for infection and safety risks. Exemplar risk assessment forms could be prepared for staff to complete using a range of scenarios. (LO7 A.C 7.1, 7.2, 7.3)
Evidence you must produce for this task	Case studies Risk assessment forms

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain the risk assessment process	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 infection and safety risks	7	7.3

Task 8	<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. The session should include the importance of maintaining accurate and coherent records and reports, 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>
Evidence you must produce for this task	Interactive Training session

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Explain the importance of maintaining accurate and coherent records and reports	7	8.1
Explain how to maintain records and reports	7	8.2
Explain the importance of maintaining the confidentiality of records	7	8.3

Sources 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) ISBN 9780415675321

Rushforth, C- *Safeguarding and Child Protection in the Early Years (Early Childhood*

Essentials) (Practical Pre-School Books 2012) ISBN 9781907241277

Tovey H-*Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press 2007) ISBN 9780335216413

Websites

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 - Barnardo's works to transform the lives of vulnerable children and young people

www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families

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 - The NSPCC's vision is to end cruelty to children in the UK.NSPCC

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 - Play England - Managing Risk in Play Provision

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 Well being 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 includes all the policies and procedures you have in place that are relevant to the health, safety and well being of young children. (LO1 A.C 1.1)</p> <p>Include a contents page detailing relevant legislation and regulations covered in the various policies and procedures. (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 this could include health and safety training attended. Local Authority guidance. Food hygiene Certificate (LO1 A.C. 1.2)</p>
Evidence you must produce for this task	<p>Policies and Procedures</p> <p>Contents page</p> <p>Certificates,</p> <p>Guidance documentation</p>

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 use policies you have devised or 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 well being for babies and children and describe ways of promoting healthy lifestyles for babies and children.</p> <p>You may choose to include examples from your own practice when doing so ensure Data protection and confidentiality is adhered to. (LO3 A.C. 3.1, 3.2)</p>
Evidence you must produce for this task	<p>Information sheet</p> <p>Policies of setting</p> <p>Q & 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 well being for babies and children	7	3.1
Describe ways of promoting healthy lifestyles for babies and children	7	3.2
Task 3	<p>Devise notes to help inform a discussion with your inspector to demonstrate how you keep children safe and secure in your house.</p> <p>Explain 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, 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)</p> <p>Provide evidence of the Risk assessment process 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.</p> <p>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)</p> <p>Explain why accurate and coherent records and reports in relation to health safety and security, daily registers, planning, observation and assessment are important. Give examples describing how other adults living in the house and visitors are made aware of risks and hazards and encouraged to work safely. (LO4 A.C. 4.4, LO8 A.C. 8.1, 8.2)</p>	
Evidence you must produce for this task	<p>Discussion notes</p> <p>Working plans and document</p> <p>Risk assessments</p>	

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Assessment Criteria
Analyse the role of practitioners 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 risk assessment process	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 infection and safety risks	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.</p> <p>Include policies and procedures in relation to different accident and emergency situations that illustrate how you respond to these. You may refer to policies already used in task 1 of this unit.</p> <p>(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 detailing how accidents and other emergencies are recorded and reported in the home environment (LO5 A.C. 5.4, LO8 A.C. 8.2)</p> <p>Explain why accurate, coherent records and reports in relation to medication, dietary needs, accidents and confidentiality of information are important (LO8 A.C. 8.1, 8.3)</p> <p>Ensure Data protection and confidentiality is adhered to when using reporting forms.</p>
Evidence you must	Policies of setting

produce for this task

Reflective practice information sheet

Reporting forms and documentation

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 records and reports	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 that help prevent the spread of infection and the relevant regulations, legislation and guidance applicable to childminding practice. Ensure this includes practices relating to hand washing, food hygiene, dealing with spillages safely, disposal of waste, using correct personal protective equipment, common childhood illnesses 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 detailing childhood infections and how these are spread. Explain the childhood immunisation 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 prevent the spread of infection 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

Sources of information	<p>Textbooks</p> <p>Lindon, J-<i>Safeguarding and Child Protection: 0-8 Years: Linking Theory and Practice</i> (Hodder Education, 2012) ISBN 9781444145489</p> <p>Parker, L- <i>The Early Years Health and Safety Handbook</i> (Routledge) ISBN 9780415675321</p> <p>Rushforth, C- <i>Safeguarding and Child Protection in the Early Years (Early Childhood Essentials)</i> (Practical Pre-School Books 2012) ISBN 9781907241277</p> <p>Tovey H-<i>Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)</i>(Open University Press 2007) ISBN 9780335216413</p> <p>Websites</p> <p>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.</p> <p>www.barnardos.org.uk - Barnardo's works to transform the lives of vulnerable children and young people</p> <p>www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families</p> <p>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.</p> <p>www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.NSPCC</p> <p>www.hse.gov.uk - The Health and Safety Executive is the national independent watchdog for work-related health, safety and illness.</p>
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www.playengland.org.uk/resources/managing-risk-in-play-provision-implementationguide.aspx - Play England - Managing Risk in Play Provision

www.playengland.org.uk/charter - Play England Charter for Children's Play