

# Child Development & Care Knowledge Booklet

## Unit 1

**Name:**

**Class:**



# Unit 1 : An introduction to working with children 0-5 years

Unit Level: 2

GLH: 30

**Unit aim:** This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of child care and education workers. The content also includes gaining understanding of individuals needs and how to treat children fairly. You will also gain an insight into your preferred learning style and develop your ability to study.

## During this unit you will learn about:

- the variety of settings that are available for children
- the differences between the voluntary, private and statutory sectors and the range of provision in the area.
- the expectations of placements including appropriate dress, behaviour, timekeeping and positive attitudes.
- the responsibilities and limits of the role of the early years worker.
- the importance of treating children with fairness and equality and how to do this.
- the different learning styles that people use and how to identify your own preferred style and study skills.

Learning outcomes		Assessment criteria	
You will:		You can:	
1. Understand the types of settings and local provision for children.	1.1	Describe the main types of settings available for children.	
	1.2	Identify some of these settings within local provision.	
2. Understand how to prepare for placement.	2.1	Describe key issues to consider when preparing for a placement with children, including dress code, behaviour, time keeping and positive attitudes.	
3. Understand the responsibilities and limits of the early years worker in placements.	3.1	Identify responsibilities of early years workers, recognising when they should refer to others	
4. Understand individual needs and the necessity for fairness and inclusive practice.	4.1	Identify individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practice.	
5. Know own preferred learning style and develop relevant study skills.	5.1	Reflect upon own preferred learning style.	
	5.2	Identify relevant study skills.	

# Assessment Task

## Unit 1 An introduction to working with children aged 0-5 years

All of the tasks must be completed in order to achieve the unit.  
Read this case study before you start the assessment tasks

Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Preparing for work placement with children requires a great deal of planning, knowledge and understanding. Sam will need to prepare for her work in her placement and decide what she will need to know about working with children.

When working with children it is important to recognise the responsibilities of our own role. Sam will need to understand when she should pass on information to other professionals at the work setting.

**Now complete Task 1 to Task 3.**

Task 1 to achieve grading D1, D2, C1, A

Assessment Criteria 1.1 and 1.2 will be met on completion of this task



Sam is preparing for work placement with children aged 0-5 years. She has been asked to choose types of provision where she will spend time working with children.

Help Sam to make a well informed choice by completing the chart below:

1.1 and 1.2 1.1 0 – 5 years	A description of types of settings available for children
Describe types of settings available for children 0 – 5 years	
Identify some of these settings within local provision	

**Task 2** to achieve grading D3, D4, B1, B2

Assessment Criteria 2.1 and 3.1 will be met on completion of this task

**Part 1: Preparing for work placement with children requires a great deal of planning, knowledge and understanding.**

**You should describe what Sam will need to know about working with children:**

- before starting her work experience, and
- when at her work placement

**You should also explain why Sam will need to know this information when working with children.**

**Part 2: When working with children it is important to recognise the responsibilities of your own role.**

**You should:**

- identify occasions when Sam will need to pass on information to other professionals at the work placement, **and**
- you should explain what may go wrong if Sam does not recognise the responsibilities of her role.

when working with children explain the importance of meeting key issues in preparation for working with children aged 0-5 years

**Task 3** to achieve grading D5, A\*

Assessment criteria 4.1 will be met on completion of this task

**It is important to value individual diversity through inclusive practice that treats each child with respect.**

**You should:**

- identify and explain how Sam can respond to the individual needs of children whilst on her work placement, **and**
- reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years.

**Task 4** to achieve grading D6, D7

Assessment criteria 5.1 and 5.2 will be met on completion of this task

**This task does not relate to the case study. It is about your own learning.**



**You should:**

- reflect on the importance of knowing your own preferred learning style, and
- identify a range of study skills that you will need to use to be able to study effectively.

**Task 5** to achieve grading D8

**You should:**

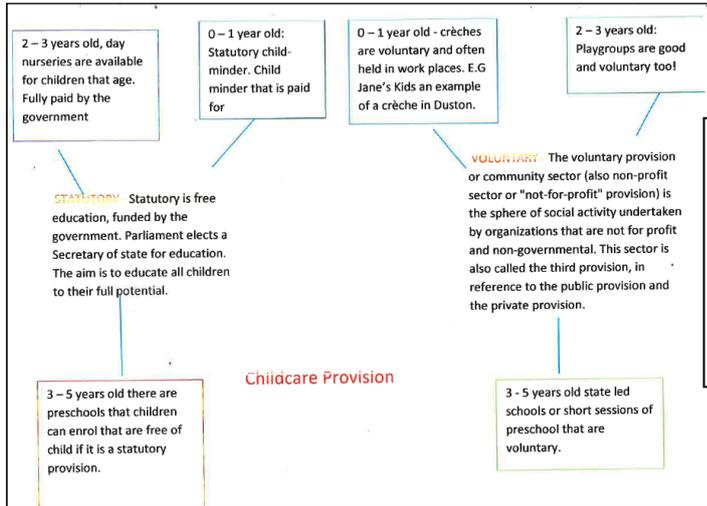
Include at least one reference **and** a bibliography.

**Name:**

## **Unit 1 – An introduction to working with children**

This is what you need to do to in the Assessment Tasks to achieve a grade D to A\* for Unit 1.

Grading		Evidence Page number	Assessor initial and date
D1	Describe the features of settings available for children aged 0-5 years. (Task 1)		
D2	Identify settings within local provision from across the sectors. (Task 1)		
D3	Describe key issues to consider when preparing for a placement with children. (Task 2)		
D4	Identify responsibilities of an early years worker by recognising when they should refer to others. (Task 2)		
D5	Identify ways to respond to the individual needs of children that treat children fairly and in line with current practice for diversity and inclusion. (Task 3)		
D6	Reflect on the importance of knowing your own learning style. (Task 4)		
D7	Identify different study skills needed to study effectively. (Task 4)		
D8	Include at least one reference and a bibliography. (Task 5)		
C	Describe the role of two or more types of settings available for children aged 0-5. (Task 1)		
B1	Explain the importance of meeting key issues in preparation for working with children aged 0-5 years. (Task 2)		
B2	Explain what may happen if the responsibilities of the early years worker are not met. (Task 2)		
A	Discuss the differences between types of provision available for children aged 0-5 years (Task 1).		
A*	Reflect on the role of the early years worker when meeting the individual needs of children aged 0-5 years. (Task 3)		



**Exemplar 1 - Unit 1 D1 task**

Describe the features of settings available for children 0-5 years

This is an example of a section of a B grade piece of work.

	Private Provision	Voluntary Provision	Statutory Provision
<b>Cost per session</b>	Cost of sessions in private provisions are very similar; they are usually priced between £20–£25 a session. Examples of private provisions are nurseries.	Voluntary provisions are often cheap as they are organisations that are held in churches. Sometimes they are free of charge. Examples of voluntary provisions are mums and tots.	Statutory provisions are free as they are provided by the government. Examples of statutory provisions are nurseries that are attached to a school.
<b>Venue where it takes place</b>	Private provisions are normally built purposely for nurseries but sometimes it can be held in converted houses.	Voluntary provisions are usually built in churches and houses.	Statutory provisions are usually built at schools; as they are provided by the government.
<b>Activities which go on there</b>	Activities are very wide range as it is a private provision. Early years curriculum are usually followed in private provision.	Voluntary provision are limited on activities as it is an organisation. Although voluntary provisions will provide many activities.	Activities will follow early years curriculum. Their will be a wide range of activities available.
<b>Quality Assurance E.g.. Ofsted</b>	Most of the time, Ofsted report of private provision are outstanding, this is due the fact that the quality assurance is paid for.	Voluntary provisions will probably have no Ofsted report this is because it is an organisation that is not registered.	Ofsted Reports can vary in different statutory provisions this is because different provisions act in different ways. However Ofsted reports are usually good or satisfactory.
<b>Staffing Ratios</b>	The ratio to children varies according on the age of the child 0– 2 the ratio would be 1:2, 2–6 1:8, 7+ 1: 18	In voluntary provisions e.g. mums and tots the staffing ratio is probably 1: 1 this is because usually parents need to stay with the child.	Statutory provisions would have the same ratio to child as a private provision. 0– 2 the ratio would be 1:2, 2–6 1:8, 7+ 1: 18
<b>Are children left there alone or do the parents stay</b>	Children stay alone in private provisions. E.G. Nursery, nanny etc.	The children stay with their parents in voluntary provisions this is because there are no staff available to look after the children.	Children stay alone in private provisions.

**Exemplar 2 – Unit 1 A task**

Discuss the difference between types of provision available for children aged 0-5 years.

This is an example of a section of an A grade piece of work.

## A GUIDE FOR WORK EXPERIENCE STUDENTS AT THE PENYSARN NURSERY

WE WILL GO THROUGH KEY POINTS AND EXPECTATIONS AT THE PENYSARN NURSERY WITH THE REASON WHY THEY ARE IMPORTANT  
 NIAMH TREACY CHILD CARE CACHE UNIT 1 D3/B1



**Exemplar 3 – Unit D3/B1**

Describe key issues to consider when preparing for a placement with children and explain the importance of meeting these key issues.

## Unit 1

1.1	Childcare Provision	<ul style="list-style-type: none"> <li>• Good childcare provision is not just about being in bright new buildings and having lots of toys.</li> <li>• It is the way the staff interact with and stimulate the children that makes it a good provision.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Childcare provision:</b> places and people who care for young children between birth and starting school. Provision can be in the home or in a group setting</li> <li>• <b>Setting:</b> a place that provides 'group' care for young children for example nurseries, crèches and pre-schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Be clear about the reasons that parents might favour a particular childcare provision</li> </ul>
1.2	Services	<ul style="list-style-type: none"> <li>• <b>Statutory:</b> the service must be provided</li> <li>• <b>Private:</b> owned by individual or company</li> <li>• <b>Voluntary:</b> run by charities and committees. No profit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Statutory:</b> Day nurseries, Nursery schools, Children's centres</li> <li>• <b>Private:</b> Child minders, nannies, After-school clubs.</li> <li>• <b>Voluntary:</b> Crèches, toddlers clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that some services could be statutory, private or voluntary, e.g. play groups.</li> </ul>
	In-home care		<ul style="list-style-type: none"> <li>• <b>Childminder:</b> someone who takes children into their own home to look after them. They are registered and often have relevant qualifications.</li> <li>• <b>Nanny:</b> someone who cares for a child in the child's home, either daily or living with the family. They may or may not have relevant qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• You should be able to list a variety of 'in-home' care provisions and be able to know the advantages of each for the parent and child.</li> </ul>
	Groups care		<ul style="list-style-type: none"> <li>• <b>Key person:</b> the member of staff in a childcare setting who builds up a relationship with and has particular responsibility for an individual child</li> <li>• <b>Child centred:</b> where the child's needs are central to what happens</li> </ul>	<ul style="list-style-type: none"> <li>• Link the importance of all areas of development with the experience of groups care</li> <li>• Make sure you know the advantages of different types of 'group' care both for the child and parent</li> </ul>
1.3	Education provision	<ul style="list-style-type: none"> <li>• The practice guidance for the EYFS helps adults who work with children to support their learning and development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EYFS:</b> (Early Year Foundation Stage) a regulatory framework which all registered childcare providers need to follow</li> <li>• <b>Early years practitioner:</b> someone who works with and teaches early years children</li> <li>• <b>EYFS principles:</b> the four main themes of the EYFS (unique child, positive relationships, enabling environments, learning and development)</li> </ul>	<ul style="list-style-type: none"> <li>• You should know the main principles of the EYFS and the six area of learning</li> </ul>
1.4	Sure Start	<ul style="list-style-type: none"> <li>• Families can have many different needs and Sure Start helps them by providing a range of facilities in each of its centres</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sure Start:</b> a government programme aiming to provide a good start in life for all children</li> </ul>	<ul style="list-style-type: none"> <li>• You should know the value of Sure Start</li> </ul>

1.5	Preparation for placements	<ul style="list-style-type: none"> <li>• Before an early years worker begins a placement, they should find out what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What to wear:</b> practical, clean and tidy, comfortable shoes, uniforms/dress codes</li> <li>• <b>Personal hygiene</b> – body, hands, hair</li> <li>• <b>Timekeeping</b> – respect, reliability</li> <li>• <b>Behaviour</b> – professional, positive attitude, role model</li> </ul>	<ul style="list-style-type: none"> <li>• You should know why these points are important</li> </ul>
1.6	Roles and responsibilities in the placement	<ul style="list-style-type: none"> <li>• It is important that every early years worker knows their role in the setting and the limits within that role.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional relationships</b> – be friendly with staff and parents, but not informal, while in the working environment</li> <li>• <b>Confidentiality</b> – do not talk about the children or families outside of the work place</li> <li>• <b>Health and safety</b> – follow the setting's policies and procedures. This could involve medicines, safety gates, protective clothing and safety equipment</li> <li>• <b>Managing children's behaviour</b> – follow the setting's policy on behaviour. Do not encourage the children to become over excited. Find out how to deal with inappropriate behaviour</li> <li>• <b>Child protection</b> – keeping children safe. Records of incidents. Refer any doubts or concerns to supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• You should know what the roles and responsibilities of the early years worker and when to refer to someone else.</li> <li>• Children must not be physically punished, threatened or humiliated</li> </ul>
1.7	Children's individual needs	<ul style="list-style-type: none"> <li>• It is important that the early years worker recognises children's differing needs</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know the children</li> <li>• Don't have favourites</li> <li>• Resolve conflicts fairly</li> <li>• Praise all children</li> <li>• Recognise when a child needs your help</li> </ul>	<ul style="list-style-type: none"> <li>• You should always treat the children fairly</li> </ul>
		<ul style="list-style-type: none"> <li>• It is important that the early years worker knows how to promote diversity and inclusive practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prejudice</b> - preconceived idea</li> <li>• <b>Discrimination</b> – not allowing someone to do something that is considered undesirable e.g. boys playing with dolls</li> <li>• <b>Equal opportunities</b> – making sure all children are offered equal chances to participate in activities</li> </ul>	
		<ul style="list-style-type: none"> <li>• Different needs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifying needs</b> – disability, medical conditions, poor communication and dietary</li> </ul>	<ul style="list-style-type: none"> <li>• Some children may need more attention and time, all the children valued equally</li> </ul>
1.8	Learning styles	<ul style="list-style-type: none"> <li>• It is important that you know your preferred style of learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual</b> - seeing, order</li> <li>• <b>Auditory</b> – listening, remembering what is told</li> <li>• <b>Kinaesthetic</b> – doing, movement and action</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual</b> – present information in diagrams, post-it note</li> <li>• <b>Auditory</b> – Reading notes into a recorder, talking out loud</li> <li>• <b>Kinaesthetic</b> – construction, moving as you study</li> </ul>

1.9	Study Skills	<ul style="list-style-type: none"> <li>• During your studies you will use a variety of study skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Study Skills</b> – tests, taking notes, books, written material, activities, presentations, time management, revising, discussion and observations</li> </ul>	<ul style="list-style-type: none"> <li>• Different skills suit different tasks and learning styles</li> </ul>
1.10	Bibliography and referencing	<ul style="list-style-type: none"> <li>• You should include a bibliography on your work to show which resources you have used</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A bibliography</b> – needs the book title, author's name, publisher, date of publication</li> <li>• <b>Referencing</b> – websites you have used and the date you used them</li> </ul>	<ul style="list-style-type: none"> <li>• A bibliography should be listed in alphabetical order using the author's last name</li> </ul>