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CHAPTER

# Award in **Child Development and Care**

- ◆ Penny Tassoni
- ◆ Louise Burnham

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CACHE LEVEL

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# Unit 1

## An Introduction to working with children aged 0–5 years



### About this unit

This unit will give you an introduction into working with young children from 0–5 years. It is about the different kinds of childcare settings that are available and that you will need to know about if you are thinking of working with children. It also gives you information about how to prepare for a placement in a childcare setting through looking at issues such as dress code, timekeeping and working with others, as well as the responsibilities of early years workers. You will also look at the individual needs of children, and the importance of fairness and inclusive practice. Finally it will encourage you to think about your own preferred way of learning and the types of study skills that may be useful for you as you work your way through this qualification.

# ■ Learning Outcome 1: Understand the types of settings and local provision for children

## Assessment criteria grid

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand 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 area

High Priority concepts outline what the learner should take away from each section

### High priority

Make sure that you know what is meant by an early years setting.

Early years setting – an early years group where children’s learning and development are nurtured by adults.

Have you ever tried to list all the different types of childcare and early years settings that are on offer to parents? There are many kinds and they may be run in many different ways, from a church hall at the end of the road to a large private nursery chain that has several different branches around the country. If you are going to be working with young children, you will need to know about and understand the differences between what is available. This chapter is about the main types of settings that provide childcare and education for young children, and what provision may be available in your area.

## 1.1 Describe the main types of settings available for children (D1 C1)

Early years settings may be funded and run by local authorities, voluntary organisations or private companies, and will offer a range of different childcare approaches. Some may be small and run by charities and voluntary organisations, whilst others may be private and part of a national chain that is run for profit. As you start to think about a career in working with children, you may find the amount of different settings confusing. Make sure you know and understand what is available so that you are aware of some of the differences as well as what these settings have in common.

Early years settings may or may not need to be registered and inspected by Ofsted, depending on how they are run and staffed.



## Jargon buster

Ofsted – Office for Standards in Education, Children’s Services and Skills: Ofsted exists to monitor and inspect different types of services that care for children and young people and provide education and skills for learners of all ages.

Provide definitions of key terms to enhance vocabulary and understanding

## Types of childcare settings

Type of setting	Description	Age of children
Registered childminder	A registered childminder will look after children in their home and be self-employed. They will need to be registered and inspected by Ofsted, and offer flexible and individualised care for children. They can look after up to six children between the ages of 0–8 years, including their own.	0–8 years and above
School-based nursery	A school-based nursery will be attached to an infant or primary school and will usually be for children who are expected to move on to that school. These nurseries run only in term time. The age at which they take children will vary according to the school and type of provision, but may start from 2 years in an independent school. However, a school-based nursery will usually start the year before a child begins full-time education in reception, so around 4 years.	Varies, but may be from 2 years
Reception class	A school reception class will start during the year of the child’s 5th birthday. Children may start by attending on a half-day basis but will quickly build up to a full day. School-based settings will be registered and inspected by Ofsted.	4–5 years
Children’s centre	Children’s centres offer a range of different services for children under 5 and their families. They may be located on school sites through extended schools or based in local authority accommodation. These services may vary between different areas but may include health and support for families with young children. They also usually include play centres where parents can attend with their children on any day and time that is available.	0–5 years
Day nursery	A day nursery must be registered and inspected by Ofsted and is usually open all day. There may be different types of provision, for example private, voluntary and workplace based. Some will have longer hours and will be open during evenings and weekends.	0–5 years
Out-of-school clubs and play centres	These are clubs that are run for school-age children before and after school, and may run during school holidays.	4+
Mother and toddler group	These are drop-in sessions for parents of young children and are usually run by volunteers and other parents. Parents will have responsibility for their children.	0–3 years
Playgroup/pre-school	A playgroup or pre-school may be run by parents, or children may be left in the care of staff. If children are left in the care of staff, the pre-school must be registered with Ofsted. They are usually run on a voluntary basis during term time and have sessions of around three hours.	2–5 years
Workplace nursery	This provides care and education for children at the place where their parents work.	3 months and over
Nanny/home carer	A nanny is a carer who is employed by a child’s parents to look after the child in the child’s own home. Nannies will often look after more than one child if needed and are usually very flexible. However, although many do have training, they are not required to have qualifications.	0–5 years and over
Crèche	A crèche will provide interim care for children from time to time whilst their parents are engaged in a one-off activity such as shopping, sport or other activity, usually on the same premises. They are not required to register with Ofsted but can choose to do so.	Varies

## Check what you know

Write down four different types of childcare and what ages of children they look after.

## Extend

### Read and write

Find out what you can about registered and unregistered settings, and write about the differences.

Theory in Action illustrates how each topic is used in practice

## Theory in action

A new family have recently moved house with three children, aged 3 months, 2 years and 4 years. Both parents work: the father full time and the mother for three days a week. What different types of childcare setting might they find useful for their regular childcare and why?

Childcare settings that are registered to run early years care and education for children will need to follow the EYFS (Early Years Foundation Stage) Framework. This is a set of standards that must be followed to make sure that children 'learn and develop well and are kept healthy and safe' (EYFS Statutory Framework 2014). If settings are registered and inspected by Ofsted, they will need to show how they are meeting the quality and standards of provision. To find out more about the EYFS.

## Jargon buster

Statutory – this means provision for children that must be offered by law. This provision will be run by the government or by local authorities. It usually applies to state schools, as the law says that all children must attend full-time education between the ages of 5 and 16. These settings will all need to be inspected by Ofsted.



1.1 Childminders will look after children in their own homes

**My life as a childminder:** My name is Sinead and I have worked as a registered childminder for four years. It has been great for me and I have done it as my own children have grown older and the eldest has started school. I used to work in a nursery before having children but I find that childminding suits me better at this stage; I may go back to working in a larger setting and gain more childcare qualifications when my own children are all at school full time. As a childminder, I like the fact that young children are being cared for in a home environment, and I feel that I have closer relationships with parents and children.

## Extend

What do you think might be the advantages for children of having a childminder over other childcare provision? Would there be disadvantages and if so what are they?

## 1.2 Identify some of these settings within local provision (D2 A1)

Would you be able to identify what local childcare provision means? It is about what is available in your local area. There is likely to be a range of different childcare providers from large to small, and these will be funded and run in different ways. This section covers what is available, how they are funded and the differences between childcare providers.

Childcare settings also help parents of young children who work. There are some free entitlements for early education and childcare for all 3 and 4 year olds, and also for some 2 year olds, which parents have to register and apply for depending on what best suits them and their child. Parents will have to meet specific criteria in order to be eligible for free childcare.

## Find out more about

the entitlements to free childcare for children in England, which is issued by the Department for Education (DfE).

## Read and write

What does the website tell you about the setting and how the facility is run?

*Voluntary* – this means provision that has been set up and funded by donations and voluntary contributions. It may for example be run by a charity or church group in the local community, and parents may have to pay a donation to help cover costs. In some cases parents or carers may stay and supervise their children so that they can socialise with others, but the way in which these operate may vary. If children are left with staff, the setting will need to be registered with and inspected by Ofsted.

*Private* – this means that parents will need to pay for the provision as it is run privately. This may include settings such as a crèche, a workplace nursery or a childminder's home. These settings will need to be registered with and inspected by Ofsted if they are providing regular care and education for children. For example, a childminder will need to be registered and inspected, but a crèche, which may just provide care from time to time, will not.

## Activity

Looking at the table in section 1.1, add a column on the right ('Type of provision') and fill in the type of provision that the setting would be. Remember that some settings may be more than one – for example a school-based nursery could be independent or maintained.

## Activity

Choose a childcare setting in your local area and look at the information available on its website. How is the information organised?

*Statutory* – this term is used for settings that are government funded as they have to be available by law, such as schools. They will be registered and inspected by Ofsted. They may also be known as ‘maintained’ settings.

*Independent* – this term is usually used for independent schools that are not paid for by government or state funding, so parents will be charged for them. Independent schools will still have to follow the EYFS Framework and are also inspected by Ofsted.

### Activity

Find out more about the local provision that is available in your area.

### top marks

In order to get an A grade for the assignment for this unit, you will need to show that you understand the differences between the types of provision available for children aged 0–5 years.

Give examples of three different types of childcare settings and outline their main features.

Create a leaflet for parents that describes the different types of early years settings and where these might be found in your local area.

### Read and write

Both the ‘Activity’ and the ‘Top marks’ tasks ask you to write down what you can about different settings in your local area. You will need to research and read about this by looking locally, through using your local library or children’s centre, for what is available in your area. You might also look online at your local Children’s Information Service or local authority website.

Provides a summary of ideas or facts that are relevant to the topic

### Five things to know

- 1) Registered early years settings will need to follow the EYFS Framework and be inspected by Ofsted.
- 2) There are three main types of early years provision: statutory, voluntary and private.
- 3) Childminders and nannies provide the most flexible provision.
- 4) Schools and school-based nurseries will run only during the term.
- 5) Working parents will have some free childcare entitlements.

### Grading

To achieve these assessment criteria you will need to:

- D2 Identify settings within local provision from across the sectors
- A1 Discuss the differences between types of provision available for children aged 0–5 years

## ■ Learning Outcome 2: Understand how to prepare for placement

Although you will not need a placement for this qualification, if you plan to work with children you will need to spend some time in one as part of your ongoing training and development. Many higher-level childcare qualifications are work-based, which means that you will need to have a placement in an early years setting so that you can show that you have the skills to put your knowledge into action. This section is about the kinds of things you need to know about and how to ensure that you are well prepared. The more preparation you put in to finding a good placement and making sure that you are ready, the more likely it is to be a positive experience.

### High priority

Remember what a placement is for – it is about checking that you are ready for work, both in what you know and in the way in which you behave towards children and adults.

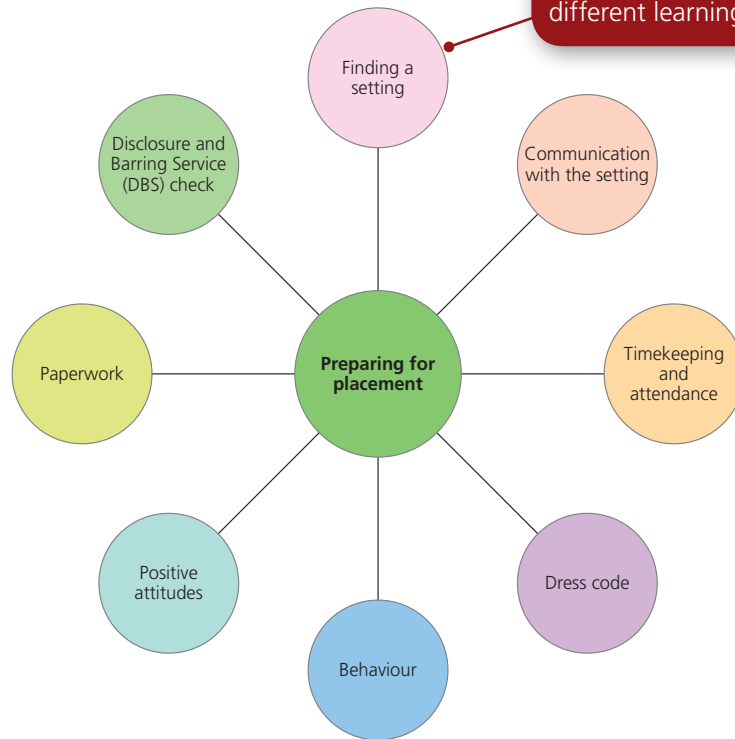
### Assessment criteria grid

Learning outcomes	Assessment criteria
The learner will:	The learner can:
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, timekeeping and positive attitudes.

### 2.1 Describe key issues to consider when preparing for a placement with children (D3 B1)

Work placements are valuable because you will also get to find out what this kind of work is really about on a day-to day-basis. They are useful both to you and to the people you are working for, because they get an extra pair of hands and you can see whether the early years environment is as you expected. Even if you do not end up working in a childcare setting, many of the placement guidelines here will carry over to other places of work. You will need to think about what is important, and remind yourself about this, both before you start and during your placement. You should also remember that in the future you may need to ask for references from early years settings where you have been on placement, so it is always a good idea to do as good a job as you can.

Clear diagrams aid understanding and cater for different learning styles



## 2.1 Preparing for placement

**Finding a setting:** You may be asked to find your own placement or your tutor may do this for you. If you have this responsibility, you should have some support and guidance from your school or college so that you can find the best placement for you. In either case, you will need to think about the following.

- What kind of setting is it? Would you like to work with a childminder or in a larger setting, perhaps a nursery or a school? Think about what might be involved with each and where you would like to gain experience. If you have seen what is involved in one type of setting, you should try another so that you can widen your experience – it may not be as you expect.
- Can I get there easily? Check that you can reach the setting by public transport and be there on time, or if you are able to drive, whether you will be able to park.
- What is the age range of the children? Think about the age range and remember that it is a good idea to have experience with different ages so that you can better decide the age you would like to work with later on.
- Do they have placements available for the time I need it? Even if they do offer placements, you may find that the setting has several students already and is unable to offer you the dates you need. Try to plan for a first, second and possibly even a third choice for your placement.

Remember that you can find out about settings by looking at their websites as well as Ofsted reports. It is a good idea to be in a setting that demonstrates good or outstanding practice so that you can have the best possible experience throughout your placement.

**Communication with the setting:** You will need to phone, visit or email different settings to enquire whether they take students on placement, or you may need to communicate with one to confirm the placement that has been set up by your school or college. There will be advantages to each of these ways of communication and you can choose the one you are happiest with. Remember that it is very important that you do this yourself – the work placement is for you. Do not ask your parents or anyone else to do it for you.

- Phone – make sure you introduce yourself and explain why you are calling. Ask to speak to the person responsible for student placements and make sure you have all the information you need, for example the dates or times you need to go, as well as the age of the children. If you are phoning, be prepared to call back as it may not be a convenient time for the placement co-ordinator. Remember to be polite and to thank those you speak to for their help.
- Setting visit – if you pass a setting regularly, you may decide to visit in person. If you do this, it is unlikely that you will be able to speak to the placement co-ordinator in person without an appointment but the office may be able to advise you whether placements are available or make an appointment for you.
- Email – before you write your email, think about the information you need to include, including any particular areas or ages of the children you are interested in working with, or what you need to confirm. In your email you should introduce yourself and state the timescale of your placement as well as giving information about your school or college and course. You must always remember to thank the person you are addressing it to.



2.2 Student visiting a setting and talking to childcare worker

## Read and write

Write a letter or email to a setting asking whether a placement is available. Address it to the placement or placement co-ordinator. Remember to include all the points above as well as your own contact details and when you would need to start your placement.

## Jargon buster

Placement co-ordinator – person responsible for managing students that are on placement in the setting.

Once you have found your setting and arranged a start date, it is a good idea to arrange a pre-placement visit with the setting so that you can go through details such as those listed below.

- Where you will be and who you will be working with, so that you are familiar with where you need to go and who you will meet.
- Any tasks you need to complete whilst on your placement, and any paperwork you should show the placement co-ordinator before you start.
- Where you should go for your break, and the location of toilets.
- Make a note of names and rooms so that you are ready on your first day.

It will also be helpful, if you do not know already, to make the journey to find out exactly where the setting is and how long it will take you to get there.

**Timekeeping and attendance:** Make sure you know the name of your key contact before you start at the setting so that you can ask for them when you arrive on your first day. A work placement is like a job and you should think of it in the same way: good timekeeping and attendance are essential. You will need to be on time for each session, and ideally early to make sure you know what you should be doing. You should not arrive late. This sends the message that you do not consider your placement or your work there as important. In the same way, if you are supposed to be attending on a particular day, you must make sure you always do unless you are ill or have another good reason. If you cannot be there for any reason, always phone your placement co-ordinator as soon as you can to say that you will not be able to attend. Others will be relying on you and will have planned for you to be there to carry out a particular activity or supervise a group of children. It can be very frustrating to be let down, particularly if they need a set number of adults, and also sends the message that you are unreliable.



## Five things to know when preparing for placement

- 1) Carefully research the settings that are available for your placement.
- 2) Make sure you always communicate clearly and politely with your placement co-ordinator.
- 3) Know the name of the person you are going to meet, and make sure you have contacted and visited them before you start your placement.
- 4) Always arrive on time, or a little early if possible, on placement days.
- 5) Inform the placement as soon as you can if you are unable to attend.

**Dress code:** This is about what you wear to a placement and your general appearance at work. You should remember that, even on work experience, you are acting as a member of staff. You will need to behave in a professional way, and this includes what you wear. The way you dress and appear to others will send messages to those around you, including the children. For example, if you go for your first visit looking untidy or wearing inappropriate clothing this does not give a professional impression. When you first go to visit your placement you should ask about their dress code and be aware of what staff are expected to wear. If you are not sure, always ask before you start – this will be seen as positive as it shows you have thought about it and want to do the right thing.

## Aspects of a dress code

<p>Clothing</p>	<p>Ideally, what you wear in an early years setting should be practical but smart. It should also be comfortable and easy to wash as you are likely to be working with children on messy activities such as painting.</p> <p>Check whether you can wear jeans or shorts, or if you can have tattoos on view (see below). T-shirts with slogans or messages should also be avoided if possible.</p> <p>If you are female, remember you will be crouching or leaning down to young children's level for much of the time, so low-cut tops or short skirts are not a good idea.</p>
<p>Religious dress</p>	<p>If you dress in a particular way as part of your religion, this should not be an issue with the setting as it is discriminatory to ban articles of clothing on religious grounds.</p>
<p>Jewellery and make-up</p>	<p>Remember that you are working in a practical environment and that you should not need to wear very much make-up or jewellery. Long or hooped earrings, or necklaces that are on view are not a good idea if you are working with babies and toddlers as they will pull them and you may be hurt. For hygiene reasons, nails should be short, as you will be helping to prepare food and drinks for the children.</p>
<p>Footwear</p>	<p>Flat shoes are the most practical footwear when working with very young children as you do not want to risk tripping over and you may have to move quickly to help children or prevent an accident. However, there are also some exceptions to this – for example it is unlikely that you would be able to wear flip flops during the summer for health and safety reasons. If you want to wear trainers, you should check with the setting as to whether they are part of the dress code.</p>
<p>Personal hygiene</p>	<p>When you first start working with young children, you will find that you are more prone to catching coughs and colds and other infections. You should make sure that you wash your hands regularly to reduce the chance of picking up any illnesses.</p> <p>Keep your nails clean and long hair tied back so that you are less likely to pass on or pick up germs. You also need to be aware that young children pass on head lice. This is not an indication of dirty hair; head lice are spread by direct contact.</p>
<p>Tattoos and piercings</p>	<p>Some employers may ask you to cover any visible tattoos and to remove piercings whilst at work. Whilst the piercings may not be appropriate for practical reasons, more employers are allowing some tattoos but you should check their dress code or policy to clarify what is permitted.</p>



2.3 You should make sure you are dressed appropriately for work placements

**Behaviour:** In some cases your placement will give you an induction; this is an introduction to what you are expected to do. They may also go through a handbook to give you some guidance as to what is expected of you while you are there. This will help you to think about key points, and you can re-read it if you need to remind yourself of anything.

Whilst you are on your placement, you will be expected to behave in a particular way. This includes the way in which you talk to others and how you act in a work environment. You should not talk about other members of staff in a negative way, for example gossiping or talking behind their back. You are part of the team and all staff should be working together for the benefit of the children. You should also know that the setting will have policies about different things, for example the use of mobile phones, and you will need to know what these are and follow them.

You must also remember that you are a role model to the children and that they will want to copy what you do. For example, if you are sitting at the table with them during snack or lunch time, show them good table manners and encourage them to behave in the same way.

### Jargon buster

Role model – someone who is looked up to by others as an example.

## Theory in action

Simon is working in a pre-school on a work placement and has to be there for two sessions a week. He has to travel by bus to reach the placement and is usually five to ten minutes late. His placement co-ordinator has spoken to Simon today and he is unhappy as she has told him that this is not acceptable whilst he is on placement. He needs to arrive in time for his supervisor to be able to talk to him about what she needs him to do. Simon has started to talk to the other staff about what has happened and is complaining to them about how he is being treated by the supervisor.

- What do you think about Simon's reaction?
- What should he do now?

**Positive attitude:** This may sound obvious but when speaking to others in your placement, you should show a positive attitude as much as you can. This is about the way in which you relate to others, for example smiling and showing respect to others, being willing to help with the smaller things as well as what you are doing, and going the extra mile through doing extra things to help.

## Ways in which you can demonstrate a positive attitude whilst on placement

Smiling and being positive with children and adults	Remember that if you are cheerful and greet others with a smile, you are more likely to develop positive relationships with them. You can also show that you enjoy working with children by talking to them as much as you can, getting down to their level so that you can see one another's reactions, and listening to what they are saying to you.  With adults, it may just be about making small talk or greeting them at the start of the day. Everyone is busy and has their own problems but a pleasant hello can make all the difference. You should also remember to be polite – it will go a long way if you remember to thank people for their help.
Offering to help where possible	When you are being given instructions, always ask if you have any questions as you think of them so that you can do the best you can. If you finish what you have been asked to do, always see if you can do anything further to help.
Going the extra mile	Offer to do extra things for the setting when you can, such as helping with a Christmas fair or offering to go on a trip, even if it is not on your normal placement day. This is all good experience as you are likely to be doing these kinds of things when you are employed, and it also shows that you are committed to your role.
Looking out for extra things to do	Always look out for extra things you can do to help. For example, if you notice that there is something on the floor or a mess needs clearing up, offer to do it rather than stepping over it or thinking that it is not your responsibility. If a child is upset or needs extra help with something, talk to them whilst checking with your supervisor that they are happy with this. These kinds of actions will all help to show that you are keen to develop as an early years practitioner and will make you a pleasure to have around.



2.4 Positive attitude

**Paperwork:** Your college will also be likely to provide an attendance register, which the setting will need to sign each time you attend, and you will need to show that you have completed a set number of hours to pass your course. You should be organised with this because it is your responsibility to ensure that it is completed and not that of your tutor or work placement. Staff in early years settings will always be busy and you should not give them more to do if at all possible.

## Jargon buster

DBS – stands for Disclosure and Barring Service, which was previously known as the CRB or Criminal Records Bureau check. This process will check against a central register to make sure that you do not have previous criminal convictions. It is an important part of the safeguarding process for keeping children safe. It is required for any job – either paid or unpaid – in which you work with children or young people under 18. To find out more about the DBS go to <https://crbdirect.org.uk/>

### DBS check

When you reach the age of 16, you will also need to have a DBS check before you start at your setting. Your setting or college tutor will tell you what you need to do and where you should get the paperwork you need to complete, and you will not be able to work unsupervised with children until it has come through. Once you start your job with children it will need to be renewed approximately once every three years.

**My life as a placement co-ordinator:** My name is Stella and I work in a large nursery in the centre of town. One of my roles in the setting is placement co-ordinator for students who come to do their work experience with us as part of their early years course. I am available as their mentor and to make sure their placement runs smoothly.

We are close to a college and large secondary school so we are often asked to take students on placement. Some of the best students we have are those who are reliable and organised, and who act professionally from the start. This means that we have less to do as we do not need to speak to them about their behaviour or timekeeping and can keep our attention on the children, which is our main role. We also appreciate students who obviously enjoy working with the children and who ask questions if they are unsure about anything.



2.5 Students talking to their mentor

## Jargon buster

Mentor – an experienced advisor who acts as a guide and support for those who need it.

## Find out more about

some of the different roles of staff you might come across in an early years setting. Are all of these job roles based in the setting or are some of them based elsewhere?

## Read and write

Make a list of some of these roles so that you can find out who is responsible for them when you go on your own placement.

## Check what you know

Make a checklist using bullet points that you can use to help you when you are preparing to start a placement in an early years setting.

## Extend

Think about other ways in which you could show employers that you are committed to your placement.

## Five things to know when starting on a placement

- 1) Look smart and dress appropriately.
- 2) Behave in a professional way towards others.
- 3) Act as a good role model for the children.
- 4) Be positive and offer your help when you can.
- 5) Be organised and take any paperwork with you.

## Grading

To achieve these assessment criteria you will need to:

D3 Describe key issues to consider when preparing for a placement with children

B1 Explain the importance of meeting key issues in preparation for working with children aged 0–5 years

## ■ Learning Outcome 3: Understand the responsibilities and limits of the early years worker in placements

### High priority

Remember, never take action in a situation you are not sure about. Speak to a more experienced member of staff.

### Assessment criteria

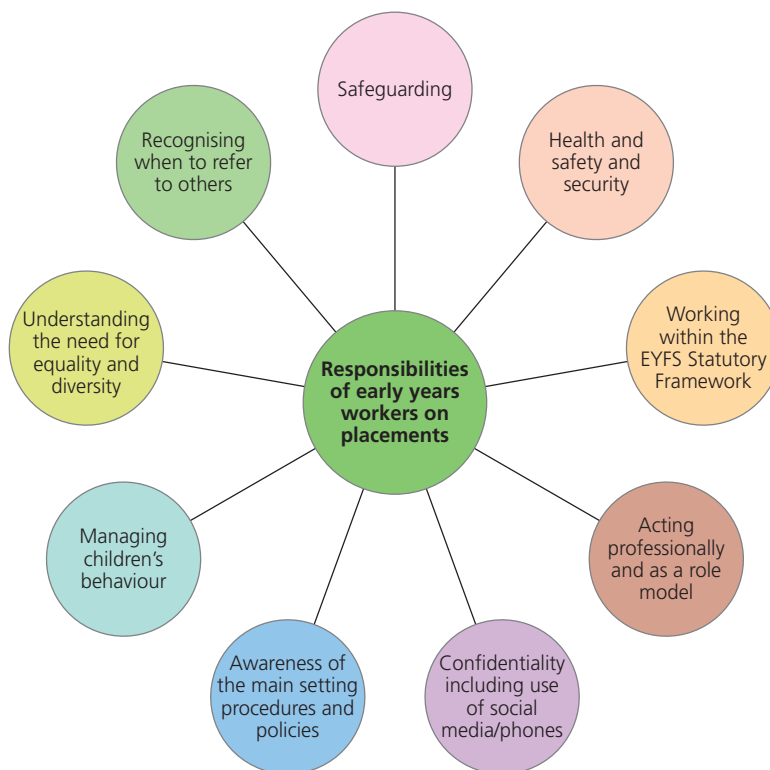
Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Understand the responsibilities and limits of the early years worker in placements.	3.1. Identify responsibilities of early years workers, recognising when they should refer to others.

What do your responsibilities mean? As a student, your main responsibilities are to make sure that you attend your classes and complete your coursework on time. However, when you are on a work placement your role is as a member of staff and you need to be aware of an additional set of responsibilities, particularly because you are working with children. Your tutor and placement supervisor will advise you, and you must learn to act in a professional way towards others. Although you should have been told about what you need to do when on a placement, sometimes you may find that you are confronted with situations you do not expect or know how to deal with. This section is about the responsibilities and limits of your role, and what you should do if you have any concerns or need to pass on information.

### 3.1 Identify responsibilities of early years workers, recognising when they should refer to others (D4 B2)

Your responsibilities are the things that are expected of you as an early years worker on placement. You should remember that in a placement situation, you will need to take an active part as well as watching what is happening. Members of staff will have a job description that sets out what they have to do as part of their role, and your setting may have a similar list of responsibilities for those who are on work placements. The kinds of responsibilities you have are likely to be similar to those in the job description of an early years assistant, although you may not be required to attend meetings or contribute towards planning. You will need to show that you are responsible through your awareness of these things and that you are able to act on them when necessary, so that you can show that you are work ready.

## Responsibilities of an early years worker on placement



### 3.1 Responsibilities of early years workers on placement

**Safeguarding:** You may have heard the word ‘safeguarding’ when talking about work with children. Safeguarding is the responsibility of all those who work in early years settings and it is about how we protect children in their everyday surroundings. This concerns issues such as general health and safety as well as ‘stranger danger’ and what happens outside the early years environment. Your setting will have a safeguarding policy that you should read if you are on a placement there as a member of staff.

If you suspect anything or notice something that concerns you, you should speak to another member of staff, or ideally to the setting’s child protection officer, as soon as you can. It may be that others have not seen it, and your responsibility is always to think about the child’s safety. Remember, the consequences of doing nothing may be long lasting and are potentially dangerous for the child.

You should not be completely on your own with children, in particular if you are under 17 as this is a requirement of the EYFS Statutory guidance. If you are over 17, you should have received your DBS certificate, as settings will be aware of the need for safeguarding. You should also take care with how much physical contact you give young children, as they will often want to hug adults or sit on their knee. Watch other adults around you and note how much contact they use as this is going to be the most appropriate for the age and stage of the children you are working with.



## Theory in action

Gemma has recently started on a work placement in a large pre-school and enjoys working with young children. During story time, the children want to sit near her and on her lap. This has started to cause a problem as every day there is an argument between the children about whose turn it is. The pre-school manager has told her that, as it has become disruptive each time, she should tell them to sit next to her instead.

- Give two reasons that it is important for Gemma to carry out the manager's requests.
- What should she do if she finds it difficult and the children do not listen to her?

**Health and safety and security:** health, safety and security is a wide area and you will need to be familiar with the main aspects of what it means. As well as knowing about safeguarding, you should be familiar with other health and safety issues.

*Keeping children safe and secure* – all early years settings now have keypads or locked entrances so that they are secure, and staff are aware of who is coming in and out of the building. There will also be signing-in books and name badges so that everyone knows who is on the site in case the building needs to be evacuated, for example in a fire. If you see people who you do not recognise, or who do not have a badge, you should always speak to another member of staff to check that they have been signed in for security purposes.



3.2 Signing in

*Fire drills* – your setting should have regular fire drills so that children and staff know what to do in an emergency. If you have not been present for a fire drill, make sure you know what your responsibilities are and where you need to leave the building as well as the position of the assembly point outside.

*First aid and dealing with accidents and injuries* – your setting will be required to have one or more members of staff who are paediatric first aiders so that at least one will be available at any one time. A list of first aiders will usually be displayed in the setting office or next to first-aid boxes. You should not give first aid unless you are a trained first aider, so you should know the names of those who are so that you can find them quickly if needed. In this situation, you may need to comfort children and calm them down whilst they are waiting for help to arrive.

*Managing sickness and storage of medicines* – your setting will need to keep medicines in a locked cabinet for those children who need to keep them on site, for example those who are asthmatic or who need an EpiPen in case of allergic reactions. Medicines should be given to children only by a first aider and with the permission of parents, and this should always be recorded with the dose, date, time and signature. If you notice that a child is unwell, you should make sure you pass this information on as soon as possible.

### Theory in action

You are in the setting office on your own for a few moments whilst the office manager is speaking to someone. A parent comes to the door with some medicine and tells you that it is for her child. She gives you the child's name but says that she is in a hurry and can't fill in or sign the form that is required by the setting before administering the medicine. You are unsure what to do but take the medicine from her and she leaves. You are tempted to just leave the medicine on the desk for the office worker to find when she comes back.

- What should you do now?
- Why is it important that you speak to someone about what has happened?

*Storage of equipment* – all staff should know that untidy or incorrect storage can be a safety hazard. This is because if items are not put away correctly, this can cause harm. For example, if you store boxes on top of cupboards and they overhang, they can fall on top of people when they open the cupboard doors. Also make sure you do not put away any broken or damaged equipment – tell another member of staff so that it can be repaired or thrown away and doesn't hurt anyone. Be careful when you are getting out and putting away equipment, particularly if it is heavy or high up. You should not take risks or put yourself in harm's way. If you are concerned, ask someone else to help you or speak to your supervisor.

*Storage of hazardous materials* – be careful where you put cleaning materials or anything that may be hazardous. They should be kept high up or in a locked cupboard so that they cannot be reached by young children.

*Preparing resources and materials* – this should not involve anything that is unsafe, but always look at what you have set up afterwards just to make sure. For example, check that floors are not wet if you are setting up a messy activity, to ensure that no one slips over. If you are going to use any electrical equipment for the activity, only use what has been supplied by the setting as it will need to have been tested.

*General health and safety* – you should be aware of general health and safety issues such as things left lying on the floor, which could be a trip hazard, or chairs sticking out rather than pushed under tables, and encourage the children to do the same. Your setting will have a health and safety policy, which you should read so that you are clear about what to do in health and safety situations that may come up. If you keep health and safety in mind as part of your day-to-day practice it will soon become second nature to you and you will also be acting as a good role model to the children.

### Five things to know about health and safety

- 1) Remember that all adults in the setting have a responsibility to keep children safe and secure.
- 2) Make sure you know where fire exits are and how to get out of the building quickly.
- 3) Remember to think about health and safety issues when getting equipment and resources out and putting them away.
- 4) Know the names of first aiders in the setting.
- 5) Look out for hazards in the learning environment and act on them as soon as you can.

### Working with the EYFS – the Early Years Foundation Stage

If you are working with young children you should have looked at the Early Years Foundation Stage (EYFS) Statutory Framework. You can find it online at [www.gov.uk](http://www.gov.uk). It is the set of guidelines that is used by all those who work with young children and is statutory for early years settings. The EYFS is made up of three sections: the learning and development requirements, assessment, and safeguarding and welfare requirements.

### Jargon buster

Statutory – this means that something must happen by law.

1. **The learning and development requirements** – the learning and development requirements are about what the children need to know and do as they grow and learn. The learning and development requirements are divided into seven different areas, as follows.
  1. **Communication and language** – this is about speaking, listening and understanding, and giving children opportunities to practise and develop their skills in expressing themselves.
  2. **Physical development** – this is about giving children the opportunity to develop their physical skills and co-ordination through a range of activities, as well as learning about the importance of physical activity and healthy eating.
  3. **Personal, social and emotional development** – this means the development of a positive sense of self, starting to learn social skills and forming relationships with others, as well as learning to manage their feelings and behaviour.
  4. **Literacy** – this is about encouraging children to begin to link sounds and letters so that they can start to read and write.
  5. **Mathematics** – this is a wide area and includes the development of children’s skills in counting and using numbers as well as being able to describe simple shapes and starting to use measures.
  6. **Understanding the world** – this is giving children the opportunity to find out about their world and local community. They should have the chance to talk about and discuss their local environment as well as find out more about different people.
  7. **Expressive arts and design** – this area is about giving children the opportunity to explore a range of media and materials, and also to have the chance to express themselves through the areas of art, role play, music and movement.
2. **Assessment** – this is about how adults will assess children’s learning and development, or look at how well they are progressing. Assessments are carried out in different ways, but mainly through observing children over time to look at their interests and the way in which they learn. This will be the responsibility of staff at the setting but you may be asked to observe and note down how children respond in different situations. However, if you are asked to observe children make sure you understand exactly what you need to do and how to record it.
3. **The Safeguarding and welfare requirements** – this is about staffing and adult/child ratios, making sure the environment is safe and secure, safeguarding, and health and safety.

## Find out more about

the EYFS. Choose one of the three sections and report back to others in your group about what you have found out.

## Five things to know about the EYFS

- 1) The EYFS is statutory for all registered early years providers.
- 2) It sets the standard for learning, development and care for children from 0–5 years.
- 3) There are seven areas of learning and development.
- 4) Practitioners will need to assess children in an ongoing way so that they can plan activities effectively for children through the way in which they learn.
- 5) All adults must take steps to ensure that children are kept safe and well.

**Acting professionally and as a role model:** As we have already discussed, it is important to remember that you are acting as a professional, even when working on placement. You will need to make sure that your behaviour and the way in which you act towards others shows this; it means that you will need to think about your actions and behaviour at all times. Look at the way other adults in the setting behave, particularly with the children; remember that you are there to support their learning, guide them and act as a role model. Children will look up to you as an adult and someone who they can trust, and you should make sure that you act accordingly. Also remember that not acting in some situations can be dangerous to others.

## Activity

### Discuss in groups

In which of these situations is the student acting unprofessionally? What might happen if they do not act or do the wrong thing in each situation?

- Not mixing with other staff in the setting during breaks but going outside to use a mobile phone.
- Slipping on a wet patch on the floor but not telling anyone else about it or clearing it up.
- Forgetting to sign in and out of the setting.
- Talking about the parents and children in the setting to friends when socialising.
- Asking the children to lock the gate when coming in rather than doing it her/himself.

## Theory in action

Sam has just started on a placement in a pre-school. She has been asked to tidy up in the messy area whilst a member of staff reads to the children on the carpet. While this is taking place, Sam starts talking to another adult in the room and this begins to distract the children. She is also being quite noisy with her tidying up. The member of staff who is reading the story is visibly unhappy and keeps looking over to Sam but she does not notice.

- Why is Sam not acting professionally? What example is she setting to the children?
- How might this impact on the children?

**Confidentiality including use of social media/phones:** Something that has come up more recently when thinking about acting in a professional way is the use of social media. When on placement you must be very careful what you post, as this should not relate to the setting, the staff or children, or your work there. Remember that what you write about can be seen by others for a long time to come, and that posting without thinking can cause upset and harm to others.

## Jargon buster

**Confidentiality** – this is to do with the use of information about children and families. If you are given information that is sensitive, you must tell others only if they need to know about it.

Confidentiality is about the way you treat information that you are given as part of your role. In an early years setting you may find that you are told about children's backgrounds or things that are happening to them because you need to know – for example if a child's parents are separating and this is affecting the child's behaviour. You should not pass this information on to others outside the setting or talk about them, as this information is confidential. This may be particularly difficult in a small local setting, or if you are friendly with parents of children socially. However, confidentiality needs to be taken seriously. If you are unsure whether you should pass on information to others outside the setting, the best advice is not to.

## Theory in action

Sandy is on a work placement in a small nursery in a village setting. She goes out each day to get her lunch from the bakery over the road. She has just heard that one of the parents has been diagnosed with a terminal illness as the child's key worker has told her. She has been upset by the news and knows the lady in the bakery who can see she is upset, so she tells her.

- What might be the consequences of this action?
- What can Sandy do now?

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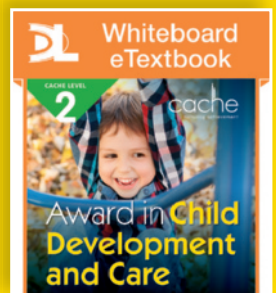
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CACHE LEVEL

2

# Award in Child Development and Care

First teaching  
from September  
2017

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