# Lesson 2: Types of early years settings

* This lesson will explore the different types of early years settings that are available for children and families.
* You will research the key features of an allocated setting and prepare to share your findings in the following lesson.

|  |  |
| --- | --- |
| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Name** the types of early years settings available to children. * **Identify** the key features of an allocated type of early years setting.   You may also be able to:   * **Explain** what type of provision the allocated early years setting is. | |

|  |  |
| --- | --- |
| Starter activity: Early years settings | Icon  Description automatically generated |
| **What is a childcare setting?** | |
| **How many types of early years settings can you name?** | |

**Some of the types of settings that we are going to explore are:**

 

* Private Nursery (Day Nursery)
* School Nursery Class.
* Creche
* Registered Childminder
* Primary school – Reception Class
* Playgroup
* Preschool
* Wraparound Childcare – Breakfast and After School Clubs
* Parent and Toddler Group
* Nanny

**Complete the table:**

* List all of the above childcare settings in the table below
* Write the age of the children and ONE (1) responsibility of the staff

|  |  |  |
| --- | --- | --- |
| **Childcare Setting** | **Age** | **ONE responsibility of staff working at the setting** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Reading Activity:Read the Article - TYPES OF CHILDCARE | Icon  Description automatically generated |
| **Choose 3 childcare settings and write their key features in the mind maps** | |
|  | |
|  | |
|  | |

|  |  |
| --- | --- |
| **Early years research Activity** | Icon  Description automatically generated |
| **Google search to look up and describe the main features of these 3 childcare settings:**   1. **A Private Nursery - Busy Bees Nursery:**   Main features  **Weblink:** <https://www.busybeeschildcare.co.uk/our-story>   1. **A Primary School - St. Edmund’s Primary School**   Main features  **Weblink:** <https://www.stedmundsschool.co.uk/>   1. **A Pre-School - Child’s Play Pre-School**   Main features  **Weblink:** <https://www.nurturingchildcare.co.uk/> | |

|  |  |
| --- | --- |
| **Matching Game: Childcare Settings** | Icon  Description automatically generated |
| Work in pairs to match the childcare setting to its correct description | |

|  |  |
| --- | --- |
| **Task: Design a Childcare Settings LEAFLET** | Icon  Description automatically generated |
| Make an information leaflet about 4 types of early years settings available for children to attend in your local area or Godalming (GU7 1RS).  **Ensure you include the following in your leaflet:**   * Type of setting * Name and address * Age range they accept. * Activities they might offer. * Opening times.   **Use this link to look up the childcare settings:**  [**https://familyinformationdirectory.surreycc.gov.uk/kb5/surrey/fsd/childcarefinder.page**](https://familyinformationdirectory.surreycc.gov.uk/kb5/surrey/fsd/childcarefinder.page)    Nursery Hub - Specialists in Nursery and Childcare Marketing Solutions  **Choose from:**   * Private Nursery (Day Nursery) * School Nursery Class. * Creche * Registered Childminder * Primary school – Reception Class * Playgroup * Preschool * Parent and Toddler Group | |

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Name **three** types of early years settings for children.  1.  2.  3. | |
|  | |

|  |  |  |
| --- | --- | --- |
| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Name** the types of early years settings available to children. | |
|  | **Identify** the key features of an allocated type of early years setting. | |
|  | **Explain** what type of provision the allocated early years setting is. | |

# Lesson 3: Types of settings

|  |  |
| --- | --- |
| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Present** research findings to demonstrate the key features of one type of early years setting. * **Describe** a range of early years settings. * **Categorise** the types of early years settings. | |

This lesson will explore the different types of early years settings and identify their key features through a group presentation.

|  |  |
| --- | --- |
| **Activity: POSTER PRESENTATIONS:** | Icon  Description automatically generated |
| Work in groups of 3 (THREE) to design a poster for parents about **2 different types of settings:**  **Create your POSTERS using digital technology (eg. Power Point) or on A3 paper.**  Use the handouts in class to produce your A3 poster as well as researching on the internet on the setting websites.  **Make sure to include the following information:**   * **Type of setting:** Is it statutory, voluntary, or private? How do you know this? * **Age range:** What age range does it allow access to? If there are different age ranges, are they all in the same room or separated into age ranges? * **Opening times:** What are the average opening times? Days/times, term time or all year? * **Length/type of stay:** How many hours do children usually attend for? Do parents stay with the children, or do they leave them with early years practitioners? * **Cost:** Does it cost for children to attend or is funding available? * **Activities:** What types of activities do they offer for children? * **Meals:** Do they offer meals? | |
| You will present your posters to the class | |



|  |  |
| --- | --- |
| **Poster Review:** | Icon  Description automatically generated |
| Check your posters and make any amendments or additions. Have you included the following:   |  |  | | --- | --- | | **Research factor.** | **Included? Yes or no?** | | The type of setting – Is it statutory, voluntary, or private? How do you know this? |  | | What age range does it allow access to? If there are different age ranges, are they all in the same room or are they separated into age ranges? |  | | What are the average opening times? Days/times, term time or all year? |  | | How many hours do children usually attend for? |  | | Does it cost for children to attend or is funding available? |  | | What types of activities do they offer for children? |  | | Do parents stay with the children, or do they leave them with early years practitioners? |  | | Do they offer meals? |  | | |

## 

## Key features of early years settings

|  |  |
| --- | --- |
| **Activity: Summarise key features of each setting** | Icon  Description automatically generated |
| Make notes on each type of setting. | |
| **Private nursery**  Key features: | |
|  | |
| **School nursery class**  Key features: | |
|  | |
| **Creche**  Key features: | |
|  | |
| **Childminder**  Key features: | |
|  | |
| **Primary school**  Key features: | |
|  | |
| **Playgroup or preschool**  Key features: | |
|  | |

**Make sure you have captured all these key features:**

**Private nursery:**

* This is a private setting.
* It usually accepts children from 6 weeks up to 5 years.
* Children are usually separated into rooms according to their age range.
* Parents/carers may have to pay but there may also be funding available for term time if children are eligible.
* They are usually open all day across the full year to accommodate working parents/carers.
* Activities include a wide variety to support all areas of development, including indoors and outdoors as well as external visits.
* Parents do not usually stay with the children once they have settled but there may be some stay and play sessions available for special occasions.
* Meals are usually available, including breakfast, lunch and tea.

**School nursery class:**

* This is a statutory setting.
* It usually accepts children from 3 years to 5 years.
* Children usually all have access to the same areas although it may be across more than one room.
* It is funded for term time hours.
* They are usually open the same hours as schools for term time only.
* Activities include a wide variety to support all areas of development, including indoors and outdoors as well as external visits.
* Parents do not usually stay with the children once they have settled but there may be some stay and play sessions available for special occasions.
* They do not usually offer meals although if children attend a morning and afternoon session, they may stay for school dinner.

**Creche:**

* This could be a private or voluntary setting
* It usually accepts children up to 8 years, but the start age varies across creches.
* Children are usually separated all in one room.
* Parents/carers may have to pay but they are often free if they are attached to a gym or shop.
* Creches can be sessional where they are open for short timescales at certain times, or they might be open all day for parents to drop in at convenient times.
* Children can usually stay for up to 2 hours but can be longer of the creche is Ofsted registered.
* Parents might stay for some sessions, but they are usually short-term care while parents do something else such as use the gym or do some shopping.
* They do not normally provide meals.

**Childminder:**

* This is a private setting.
* It usually accepts children from 6 weeks to 5 years.
* Children are cared for in the childminder’s own home.
* It is usually paid for by parents/carers.
* They are usually open all day for most weeks of the year to accommodate working parents.
* Children might attend full time or part time, before or after school/nursery.
* Activities include a wide variety to support all areas of development, including indoors and outdoors as well as external visits.
* Parents do not stay with the children.
* They will offer meals for children if they are there during mealtimes.

**Primary school:**

* This is a statutory setting.
* It accepts children from 4 years to 5 years.
* Children usually all have access to the same areas although it may be across more than one room.
* It is funded for term time hours.
* They are open for term time only.
* Activities include a wide variety to support all areas of development, including indoors and outdoors as well as external visits.
* Parents do not stay with the children but may be invited in for special sessions.
* They will offer school meals at lunchtime.

**Playgroup or Preschool:**

* This could be a voluntary or private setting.
* It usually accepts children from 2 years to 5 years.
* Children are often in the same room together.
* It may be funded if the child is eligible, but parents may also have to pay if the child is not eligible for funding or funding is not available.
* They are usually open term time only but some may have extended hours if they are private.
* Children usually attend for a morning or afternoon session but some may be extended over a full day.
* Activities include a wide variety to support all areas of development.
* Parents usually stay with the children.
* They do not usually offer meals.

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| What type of provision are these settings? Tick all boxes that could apply.   |  |  |  |  | | --- | --- | --- | --- | | **Setting** | **Statutory** | **Private** | **Voluntary** | | Playgroup |  |  |  | | Creche |  |  |  | | Primary School |  |  |  | | Nursery |  |  |  | | Childminder |  |  |  | | |

|  |  |  |
| --- | --- | --- |
| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Present** research findings to demonstrate the key features of one type of early years setting. | |
|  | **Describe** a range of early years settings. | |
|  | **Categorise** the types of early years settings. | |

# 

# Lesson 4: The purpose of early years settings

This lesson is going to look at the main purpose of an early years setting, including supporting the child and their parents.

|  |  |
| --- | --- |
| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Identify** the purpose of early years settings for children. * **Describe** the purpose of early years settings for parents or carers.   You may also be able to:   * **Explain** how early years settings can meet the needs of both children and their parents or carers. | |

|  |  |
| --- | --- |
| **Starter activity: Children’s riddles** | Icon  Description automatically generated |
| Can you solve these riddles? | |
| What do you own that everyone else uses more than you? | |
|  | |
| What room doesn’t have any window? | |
|  | |
| I have no life but I can die, what am I? | |
|  | |
| Why don’t lobsters share? | |
|  | |
| What is easy to get into but hard to get out of? | |
|  | |
| If two snakes get married, what will their towels say? | |
|  | |
| What do you call an old snowman? | |
|  | |
| Why are ghosts terrible liars? | |
|  | |
|  | |

## Meeting the needs of children

One of the main purposes of early years settings is to support the holistic development of children.

|  |  |
| --- | --- |
| **Reflective question** | Icon  Description automatically generated |
| Can you remember the key areas of children’s development? | |
|  | |

|  |  |
| --- | --- |
| **Activity 1: Holistic development** | Icon  Description automatically generated |
| Work in pairs to identify activities and resources that could support each area of development:   * Physical development. * Cognitive development. * Communication and language. * Social and emotional development.  |  |  | | --- | --- | | **Area of development** | **Resources** | | Physical development. |  | | Cognitive development. |  | | Communication and language. |  | | Social and emotional development. |  | | |

**Did you think of resources that meet these criteria?**

**Physical development:**

* Provide opportunities to practice fine and gross motor skills.
* Provide large areas of space for children to run, jump, skip and climb.
* Provide small resources to encourage pincer grip.
* Encourage children to eat healthily and take care of themselves.

**Cognitive development:**

* Provide opportunities to think, recognise and remember.
* Provide children with resources that encourage problem solving and logical thinking such as jigsaws, shape sorters and exploration tables.
* Provide children with a wide range of activities that are based on their own prior experiences.

**Communication and language:**

* Provide opportunities for children to communicate with a wide range of people, including both adults and children.
* Encourage listening and turn taking.
* Provide opportunities for children to expand their vocabulary and practice new words.
* Ensure the setting provides a language rich environment through displays, activities and labelling.

**Social and emotional development:**

* Provide opportunities for children to interact with others of various ages and backgrounds.
* Provide opportunities for experiences in the local community and wider world.
* Co-regulate to support children to develop self-regulation.
* Provide opportunities to talk about emotions and consider the feelings of others.

 

## Meeting the needs of parents or carers

Although early years settings are vital to support the needs of children, that they are also there to meet the needs of the child’s parents or carers.

|  |  |
| --- | --- |
| **Activity: Provision types** | Icon  Description automatically generated |
| Work in small groups to make a mind map of reasons that parents or carers might need their child to access an early years setting. | |

|  |  |
| --- | --- |
| **Stretch and challenge** | Text, logo  Description automatically generated |
| Can you identify if these are long term or short-term needs? | |
|  | |

**Parents might need early years settings:**

* To look after their child while they are at work.
* To look after their child while they are attending an interview or seeking work.
* To provide support with special needs of a child or provide some respite care.
* To provide training opportunities based on family needs – behaviour management techniques, cooking a healthy meal on a low budget, supporting reading.
* To participate in leisure and recreation activities that they may not be able to access at home with their child – art and craft, fire pit activities, sports.
* Provide time to do adult activities such as shopping or going to the gym (this can be much quicker and less stressful without taking a child with them and is likely to be more enjoyable for the child).
* To allow parents time to attend college to get better qualifications to enable them to gain employment.
* To learn how to support their child’s development.

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Name **four** ways early years settings support children:  1.  2.  3.  4. | |
| Name **four** ways early years settings support parents and carers:  1.  2.  3.  4. | |

|  |  |  |
| --- | --- | --- |
| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** the purpose of early years settings for children | |
|  | **Describe** the purpose of early years settings for parents or carers. | |
|  | **Explain** how early years settings can meet the needs of both children and their parents or carers. | |

|  |  |
| --- | --- |
| **Home study: Parental choices.** | Icon  Description automatically generated |
| Speak to your parents or carers and find out why they chose to use childcare or not. You could also speak to a neighbour or friend.  What do they think children and parents gain from early years settings?  Record your findings here: | |
|  | |