NCFE CACHE

Qualification specification

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years
QN: 603/7012/9

Qualification summary

Qualification title	NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years		
Ofqual qualification number (QN)	603/7012/9	**Aim reference**	60370129
Guided learning hours (GLH)	136	**Total qualification time (TQT)**	150
Minimum age	14		
Qualification purpose	This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that: • have appropriate content for the learner to acquire core knowledge and practical skills • allow the qualification to be graded • provide synoptic assessment • enable progression to a range of study and employment opportunities		
Grading	Level 1 pass/merit/distinction (L1P/L1M/L1D) Level 2 pass/merit/distinction/distinction* (L2P/L2M/L2D/L2D*)		
Assessment method	Externally-set: non-exam assessment (NEA) and an examined assessment (EA)		
Performance points	Please check with the DfE for the most up-to-date information, should there be any changes.		

Contents

Qualification summary

Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
V1.1	December 2022	Information has been added in <u>assessment guidance</u> to clarify how the non-exam assessment (NEA) will be moderated by NCFE.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of child development and care in the early years
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide an understanding of holistic child development
- identify factors that influence child development
- understand legislation in the early years
- promote care routines and activities to support the child
- provide an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- provide an understanding of the importance of observations in early years childcare
- understand the purpose of planning in early years childcare

Support handbook

This qualification specification must be used alongside the support handbook where appropriate, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook, such as information regarding moderation.

Entry guidance

This qualification is designed for learners aged 14 to 16 in schools and colleges but is also accessible for post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5 to 1.

There are no specific prior skills/knowledge a learner must have for this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that all learners are capable of achieving the aims and objectives of the qualification and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all content areas of this qualification.

The awarding of this qualification is compensatory. Learners must obtain enough marks to achieve a minimum of a level 1 pass to achieve the overall qualification. Marks can be obtained from the non-exam assessment (NEA) and/or the externally set examined assessment (EA).

Qualification title		NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years
Qualification number (QN)		603/7012/9
Level		Combined level 1/2
Guided learning hours (GLH) (Total GLH has been rounded up to the nearest hour)		136
GLH breakdown		• 120 hours delivery • 1 hour 30 minutes EA • 14 hours NEA
Non-exam assessment (NEA)	Weighting (50%)	Externally set, internally marked and externally moderated: • synoptic project
Examined assessment (EA)	Weighting (50%)	Externally set and externally marked: • written exam
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Please refer to the content area summaries in section 2 for further information.

Progression

Depending on the grade the learner achieves in this qualification, they could progress to level 2 and level 3 qualifications and/or GCSE/A Levels/T Levels.

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

- GCSE:
  - Health and Social Care
  - Childcare
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships, and further study (for example, Level 2 Technical Certificate in Health and Social Care)

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- level 3 applied generals in:
  - early years, childcare and education
  - health and social care
- level 3 technical level qualifications, including T Level programmes, allow for entry to the workforce and higher education – opportunities are available in:
  - education and childcare, including a range of options for early years educators and teaching assistants
  - health and social care
  - health science

Learners could also progress onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the early years sector through a variety of occupations that are available within the sector, such as early years practitioners, early years educators and teaching assistants.

Staffing requirements

There are no additional staffing requirements for this qualification. Please see the staffing requirements section in the support handbook.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all content areas.

Real work environment requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment is not required.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

Purpose statement

Who is this qualification for?

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study.

The Level 1/2 Technical Award in Child Development and Care in the Early Years complements GCSE qualifications. It is aimed at 14 to 16-year-olds studying key stage 4 (KS4) curriculum who are interested in the early years sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction, distinction* (equivalent to GCSE grades 8.5 to 1). More information on grading can be found in section 2 of this qualification specification.

This qualification focuses on an applied study of child development and care in the early years and learners will gain a broad knowledge and understanding of working in the sector.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through practical opportunities and experiences.

This qualification is distinct from GCSE Child Development as it provides an opportunity for learners to gain an introduction to a wide range of themes connected to the roles and responsibilities of the early years practitioner. It will encourage the learner to apply their knowledge and work through a range of case studies that will challenge them to problem solve and relate their understanding of the early years practitioner role and child development.

The study of child development and care in the early years involves gaining an understanding of child development in the early years, influences on a child's development, care routines, early years provision, legislation and the role of observations and planning.

This level 1/2 qualification is appropriate for learners who are looking to develop a core of knowledge and understanding of child development and care in the early years and apply that knowledge through a series of tasks.

What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of children (birth to 5 years) and will focus on:

- holistic child development
- factors that influence a child's development
- care routines and activities to support a child
- regulation, policies and procedures in the early years
- expectations of an early years practitioner
- roles and responsibilities within early years settings
- the importance of observations in early years childcare
- the purpose of planning in early years childcare

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will develop the following knowledge which will inform future training and work in the early years sector:

- different aspects of holistic development
- short-term and long-term effects of biological and environmental factors on the healthy growth and development of the child
- ways in which the early years practitioner supports the wellbeing and basic care needs of the child through expected and unexpected transitions
- child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing
- purpose, role, and function of different types of early years provision
- legislation that governs early years settings and the relationship between legislation, frameworks, policies and procedures
- expectations with regard to appearance, behaviour, timekeeping and attitude when working in an early years setting
- roles and responsibilities of those working with children in early years settings and the purpose of partnership working within early years provision
- how observations are used in early years settings, the different methods used and the components of recording observations
- the child-centred approach to planning and the importance of planning to meet the child's needs
- reinforcement of the importance of continuing professional and personal development

Learners will develop the following skills that will inform future training and work in the early years sector:

- decision making
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- reflection
- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skills

Successful completion of this qualification will enable learners to progress to level 2 or 3 qualifications in related subjects.

The knowledge and skills gained will provide a secure foundation for learners to progress into career opportunities in the early years sector and provide a valuable platform for further study.

Which subjects will complement this qualification?

Learners may wish to study the Level 1/2 Technical Award in Health and Social Care alongside this qualification as it serves as an introduction to the sector. These qualifications will provide a starting point for learners to decide whether a career in childcare and/or health and social care is right for them.

The following subject areas will complement this qualification:

- English
- mathematics
- science

This list is not exhaustive, and a range of other subject areas may also be appropriate.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The qualification has **2** assessments externally set by NCFE: **one** NEA and **one** written EA.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Non-exam assessment (NEA)	
Assessment method	**Description**
NEA Externally set Internally marked and externally moderated	50% of the technical award 92 marks The completion time for the NEA is 14 hours. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
NEA availability	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully. A different NEA brief will be released every September.

Non-exam assessment (NEA)

NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas.

NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.

The NEA is internally assessed work and should be completed by the learner in accordance with the qualification specification. Information on delivery guidance and assessment hours for the internal assessment will be available in the NEA brief. To support with this, we have also created a sample NEA brief, which is available on the qualification page under support materials. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the teacher.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the NEA will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internally assessed NEA component is based on coverage of the qualification content areas, which are assessed holistically against descriptors to achieve a grade.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks that demonstrates achievement of all content areas. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

Examined assessment (EA)	
Assessment method	**Description**
EA Externally set Written examination Externally marked	50% of the technical award Written examination: • 80 marks • 1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended-response questions The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
EA availability	The examination date is expected to take place in May/June every year. Please refer to the external assessment timetable available on the NCFE website.

Examined assessment (EA)

EAs are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the content areas of this qualification. Centres must not assess, internally quality assure or otherwise access or review any EA materials or learner responses at any time and must adhere to the required exam regulations at all times.

The EA is on a set date and time (invigilated). NCFE specifies the date and time that the EA must be administered in the centre and also publishes in advance the dates on which examined assessment results will be released.

A variety of assessment questions will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to learners of all abilities.

As far as possible, real-world case studies and contexts that are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will have available marks clearly identified. The EA will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

The EA material will be sent out in time for the start of the assessment. Assessment materials must be kept secure at all times in line with the requirement of the regulations for the conduct of external assessment.

You must return all EA materials and partially or fully completed learner work to NCFE within one working day of the EA taking place or the final timetabled supervised/invigilated session.

Rationale for synoptic assessment

Synoptic assessment encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across content areas.

Synoptic assessment enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of content areas that are being assessed.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the policies & documents page on the NCFE website.

External assessment conditions

For more information on external assessment conditions and conducting external assessments, please see the regulations for the conduct of external assessments and qualification-specific instructions for delivery on the policies & documents page on the NCFE website.

There is one assessment window during the year. Please refer to the external assessment timetable on the NCFE website for the specific date.

Assessment windows

For assessments sat in windows, the centre must enter learners to the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'entry on registration', the centre will choose the assessment window at the point of registering the learner. The last date that we will accept learner work for a specified assessment window is by that assessment window's cut-off date.

Please note: the 'cut-off date' is the last day that returned scripts will be accepted for the specified assessment window.

On completing their work at the end of the assessment window, learners must sign the assessment declaration to authenticate the work produced as their own. Centres must ensure that all assessments are submitted for marking in accordance with the assessment windows.

Scheme of assessment

The following table summarises the qualification's scheme of assessment.

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks*	Assessment conditions	Marking
NEA	14 hours	50%	92	1.000	92	Supervised	Internal, with external moderation
EA	1 hour 30 minutes	50%	80	1.150	92	Invigilated	External
Assessment total	**15 hours 30 minutes**	**100%**			184		

Assessment objectives (AOs)

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth and depth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

AO1	**Recall knowledge and show understanding** The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	**Apply knowledge and understanding** The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	**Analyse and evaluate knowledge and understanding** The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

AO4	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation.
AO5	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector.

Assessment objective (AO) weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

AOs	Non-exam assessment NEA (%)	Examined assessment EA (%)	Overall weighting (%)
AO1	21.73%	40–45%	30–33.4%
AO2	21.73%	35–40%	28.4–30.9%
AO3	17.39%	20–25%	18.7–21.2%
AO4	30.44%	N/A	15.2%
AO5	8.67%	N/A	4.3%
Overall weighting of assessments	**50%**	**50%**	**100%**

The purpose of the qualification means that it is necessary to assess understanding through 2 means of assessment, an internal NEA and an external EA. The variance in assessment methods used allows for a range of knowledge, understanding and skills to be assessed using the most fit for purpose method.

Non-exam assessment (NEA)

Refer to the mark scheme for the current NEA where you will find the information required to mark the NEA tasks and their descriptors.

Centres will mark the NEA, and this will then be submitted to NCFE for moderation.

Examined assessment (EA)

The EA will be submitted to NCFE for marking to calculate the overall grades for learners.

Moderation

Moderation occurs before results are issued and helps us to ensure assessment judgements made by centres are in line with NCFE's guidelines and are reliable across centres. During moderation the moderator will re-assess a sample of learners' non-exam assessments (NEA) marked by assessors within the centre.

Moderators will look at a subsample of learner work (either remotely or through a visit), unaware of the marks awarded by the centre's assessors. The sample size will be selected using JCQ sampling guidelines and include assessments from across a range of centre marks, which include a learner with the highest centre mark and a learner with the lowest non-zero centre-mark. Where an assessment has been carried out by more than one assessor, all assessors will be included in the sample, where possible.

Overall grading descriptors

To achieve a level 2 distinction learners will be able to:

- recall and apply highly relevant knowledge and understanding in a highly comprehensive manner of child development, factors that influence development, care routines and activities, regulation, policies and procedures, roles and responsibilities within early years settings and observation and planning
- analyse and evaluate to make reasoned judgements and reach well-supported conclusions on strategies, routines and activities that support transitions, a child's holistic development and basic care needs
- effectively demonstrate essential vocational skills; processes, working practices and documentation relevant to the sector when assessing holistic development against milestones, using the planning cycle and when planning highly relevant and effective activities, routines and transitions, and creating and completing procedures and risk assessments
- analyse and evaluate their own demonstration of relevant vocational skills; processes, working practices and documentation relevant to the sector when reflecting on the effectiveness of planned activities and routines, processes and procedures to support a child's care needs and holistic development in a highly comprehensive manner

To achieve a level 2 pass learners will be able to:

- recall and apply mostly relevant knowledge and understanding in a mostly detailed manner of child development, factors that influence development, care routines and activities, regulation, policies and procedures, roles and responsibilities within early years settings and observation and planning
- analyse and evaluate, to make mostly reasoned judgements and reach coherent conclusions on strategies, routines and activities that support transitions, a child's holistic development and basic care needs
- effectively demonstrate mostly relevant vocational skills; processes, working practices and documentation relevant to the sector when assessing holistic development against milestones, using the planning cycle and when planning mostly relevant and effective activities, routines and transitions, and creating and completing procedures and risk assessments
- analyse and evaluate their own demonstration of relevant vocational skills; processes, working practices and documentation relevant to the sector when reflecting on the effectiveness of planned activities and routines, processes and procedures to support a child's care needs and holistic development in a mostly detailed manner

To achieve a level 1 pass learners will be able to:

- recall and apply some knowledge and understanding in a limited manner that has some relevance and some detail of child development, factors that influence development, care routines and activities, regulation, policies and procedures, roles and responsibilities within early years settings and observation and planning

- analyse and evaluate to make adequate judgements with some reasoning and reach straightforward conclusions on strategies, routines and activities that support transitions, a child's holistic development and basic care needs
- safely and effectively demonstrate a limited level of skills; processes, working practices and documentation relevant to the sector, when assessing holistic development against milestones, using the planning cycle and when planning reasonable relevant and effective activities, routines and transitions, and creating and completing procedures and risk assessments
- analyse and evaluate their own demonstration of relevant vocational skills; processes, working practices and documentation when reflecting on the effectiveness of planned activities and routines, processes and procedures to support a child's care needs and holistic development is completed in a reasonable, straightforward manner, with limited detail

Grading information

The following grades are available for the qualification; level 1 pass, level 1 merit, level 1 distinction, level 2 pass, level 2 merit, level 2 distinction, level 2 distinction*.

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. After both assessments are complete, the marks for each assessment are combined to give a final mark for each learner. Where raw marks do not reflect the required weighting of the assessment, a scaling factor is applied to the raw mark prior to aggregation.

Scaling factors can be found in the table below.

Assessment	Maximum raw mark	Weighting	Scaling factor	Maximum scaled mark
NEA	92 marks	50%	1.000	92
EA	80 marks	50%	1.150	92
			Total	184

For each series, grade boundaries are set by NCFE using a variety of statistical and judgemental evidence. Each learner's overall grade is determined by comparing their combined final mark with the grade boundaries for that series.

Where a learner achieves insufficient marks across the 2 assessments in the series to achieve a level 1 pass, they will be awarded an unclassified (U) result.

Section 2: teaching content and assessment guidance

This section provides details of the structure and content of this qualification.

Information in the teaching content section must be covered by the teacher during the delivery of the content areas and should be considered as mandatory teaching content. Teachers must teach topics reflected in the content linked to children from birth to 5 years and teaching should reflect the developmental experience of that age range. Where 'child/children' are used, teachers should consider how the content may relate to younger children including those from birth.

The verb 'understand' encompasses both 'knowledge' and 'understanding' within the content areas of this qualification. Each content area will read 'the learner will understand'.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each content area. The numbering system used refers to a content area, subject topic, and teaching content (for example, 1.1.1 refers to the content area (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

Anything within the teaching guidance is advisory and optional and is intended to provide useful advice and guidance to support delivery of the teaching content.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all content areas are covered.

Whilst studying the qualification, learners should reflect on the importance of knowing and developing their preferred learning style. They should also be able to identify a range of individual study skills they can use in order to study effectively.

For further information or guidance about this qualification, please contact our customer support team.

Content areas

This qualification consists of 9 content areas.

Content area number	Content area title	Suggested GLH
Content area 1	Child development	15
Content area 2	Factors that influence the child's development	20
Content area 3	Care routines, play and activities to support the child	20
Content area 4	Early years provision	10
Content area 5	Legislation, policies and procedures in the early years	20
Content area 6	Expectations of the early years practitioner	5
Content area 7	Roles and responsibilities within early years settings	10
Content area 8	The importance of observations in early years childcare	10
Content area 9	Planning in early years childcare	10

Content areas

Content areas

1. Child development
1.1 Aspects of holistic development
    1.1.1 Physical
    1.1.2 Cognitive
    1.1.3 Communication and language
    1.1.4 Social and emotional

2. Factors that influence the child's development
2.1 Nature and nurture
2.2 Biological and environmental factors
2.3 Effects of biological and environmental factors
2.4 Transitions
    2.4.1 Types of transition
    2.4.2 The impact of transitions on the child's development
2.5 Support strategies

3. Care routines, play and activities to support the child
3.1 Basic care needs
3.2 Basic care routines and play activities to support the child's development
    3.2.1 Basic care routines
    3.2.2 Play activities
3.3 The role of the early years practitioner during play activities

4. Early years provision 4.1 Types of early years provision 4.2 The purpose of early years provision 4.3 Types of early years settings 4.4 Variation in early years provision

5. Legislation, policies and procedures in the early years
5.1 Regulatory authority
5.2 Legislation and frameworks which underpin policy and procedure
    5.2.1 Legislation, framework, policy and procedure definitions
    5.2.2 Legislation
    5.2.3 Health and safety procedure
    5.2.4 Equality and inclusion procedure
    5.2.5 Safeguarding procedure
    5.2.6 Confidentiality procedure

6. Expectations of the early years practitioner 6.1 Appearance 6.2 Behaviour 6.3 Attendance and timekeeping
7. Roles and responsibilities within early years settings 7.1 Early years practitioner roles 7.2 Partnership working in the early years   7.2.1 How partnership working benefits the child, family and early years practitioner

Content areas
7.3 Specialist roles within the early years settings 7.4 Specialist roles outside the early years settings

8. The importance of observations in early years childcare
   8.1 Observation and recording methods
      8.1.1 How observations support child development
      8.1.2 Objective and subjective observation
      8.1.3 Components of recording observations
      8.1.4 Different methods of observation
      8.1.5 Sharing observations

9. Planning in early years childcare
   9.1 The purpose of a child-centred approach
   9.2 The purpose of the planning cycle
   9.3 The planning cycle

Teaching content

Information in this section must be covered by the teacher during the delivery of this qualification.

Teachers should ensure that delivery of this qualification covers child development of babies and children aged from birth to 5 years.

Where the term 'child' or 'children' is used, this refers to babies and children aged from birth to 5 years.

1. Child development

The learner will understand holistic development in the early years which includes aspects of physical, cognitive, communication and language, social and emotional development covering birth to 5 years.

1.1	**Aspects of holistic development**
	The learner will understand that every child is unique. They will know that holistic development includes different aspects and appreciate that the aspects are interconnected: • physical – the way in which the body increases in skill and becomes more complex • cognitive – the ability to think, recognise and remember • communication and language – the ability to make sounds, talk, understand and interact with others • social and emotional – the ability to interact with others, develop, manage, and express feelings and become more independent
1.1.1	**Physical**

	The learner will know the expected sequence and key milestones achieved by the child from birth to 5 years at the end of each age group:
	
	 • fine motor skills – co-ordination of small muscles, precise movements, and hand eye co-ordination:
	     ○ at birth:
	         ▪ hands are firmly closed
	         ▪ often folds their thumb under their fingers
	     ○ one year:
	         ▪ points using index finger
	         ▪ passes and releases a toy
	         ▪ clasps hands together
	         ▪ holds crayon with palmar grasp and makes random marks
	     ○ 2 years:
	         ▪ separates interlocking toys
	         ▪ uses pincer grip to pick up small objects
	         ▪ draws lines, dots and circles
	     ○ 3 years:
	         ▪ begins to show preference for dominant hand
	         ▪ can fasten large zip
	         ▪ can draw person with a head
	     ○ 4 years:
	         ▪ begins to fasten buttons

	- uses spoon and fork well to eat - can draw a figure that resembles a person showing head, legs, and body 5 years: - can use a knife and fork competently - can thread small beads - can draw a person with a head, body, arms, legs, nose and mouth - gross motor skills (that involve the large muscles of the arms, legs and torso): - at birth: - lies on their back with head to one side - head lags when pulled to sitting position - one year: - stands and may cruise around furniture - sits down from standing - is more mobile 2 years: - walks up and down stairs by holding adult's hand - runs with control - throws and kicks a ball 3 years: - can walk backwards and sideways - rides and steers a tricycle - jumps from a low step with both feet together - throws a ball overhand and can catch a large ball with arms outstretched 4 years: - stands and runs on tiptoe - hops - changes direction while running - can catch, kick, throw and bounce a ball 5 years: - skips and moves rhythmically to music - hops on each foot - rides bicycle with stabilisers
1.1.2	**Cognitive**
	The learner will know the expected sequence and key milestones achieved by the child at the end of each age group: - at birth: - turns head towards bright light - likes looking at high contrast patterns - is startled by sudden noises - shows primitive reflexes (such as swallowing and sucking, rooting, grasping, stepping, asymmetric tonic neck reflex (ATNR), startle (Moro reflex)) - one year: - understands simple instructions (for example, 'clap hands') - imitates and responds to gestures - anticipates future routines 2 years: - understands that a mirror is a reflection - begins to understand consequences of their own actions

	o names pictures and objects in a book
	• 3 years:
	   o recognises objects that are heavy and light
	   o shows awareness of past and present
	   o actively seeks answers to questions – using 'why'
	   o sorts objects by size and shape
	• 4 years:
	   o names some colours
	   o counts to 10
	   o recalls stories and rhymes
	   o fantasy and reality may become confused
	• 5 years:
	   o gives meaning to marks they make and see
	   o can count up to 20
	   o understands basic rules
	   o interested in reading and writing

1.1.3	**Communication and language**

	The learner will know the expected sequence and key milestones achieved by the child at the end of each age group:
	
	• at birth:
	   o recognises mother's or main caregiver's voice
	   o cannot hear very soft sounds
	   o cries to indicate need
	• one year:
	   o babbles tunefully, leading to first single spoken words
	   o raises tone to gain attention
	   o follows simple instructions and understands simple frequent words
	• 2 years:
	   o uses 50 words or more
	   o joins 2 words together
	   o refers to self by name
	   o understands a wide range of words
	• 3 years:
	   o uses 200 words or more
	   o constantly asks questions: what, why, who
	   o joins in simple rhymes
	• 4 years:
	   o can be understood easily by others
	   o enjoys telling and sharing stories
	   o knows several nursery rhymes and songs
	• 5 years:
	   o begins to show signs of reading
	   o concentrates and maintains attention
	   o uses language and gestures to convey meaning
	   o speech is mostly grammatically correct

1.1.4	Social and emotional

	The learner will know the expected sequence and key milestones achieved by the child at the end of each age group:
	
	• at birth:
	   o often imitates facial expressions
	   o expresses pleasure at bath time or when being fed
	   o enjoys physical touch
	• one year:
	   o enjoys playing simple games (for example, 'peek a boo')
	   o cries if unable to see carer
	   o dependent on others
	   o plays alone or alongside others happily
	• 2 years:
	   o confident and curious to explore the environment
	   o often feels frustrated when unable to express feelings
	   o may be clingy at times but independent at others
	• 3 years:
	   o enjoys playing with other children
	   o expresses emotions
	   o enjoys imaginative and creative play experiences
	   o likes to do tasks unaided
	• 4 years:
	   o welcomes and values praise
	   o more confident in new situations and with unfamiliar adults
	   o can be sensitive to others
	   o may become fearful as imagination increases
	• 5 years:
	   o enjoys group play
	   o has definite likes and dislikes
	   o describes self in a positive way
	   o gains confidence and is more independent

2. Factors that influence the child's development

The learner will understand that nature and nurture, alongside transitions, may affect the child's development from birth to 5 years.

2.1	Nature and nurture

	The learner will understand the concept of the nature and nurture debate in relation to the child's behaviour and development and the extent to which nature or nurture is responsible for an individual's development and behaviour, and the reasons why nature and nurture are debated:
	
	• nature:
	   o biological influences
	   o genetic
	   o inherited characteristics
	• nurture – environmental influences
	• debate – the extent to which nature or nurture impacts on the child's development to raise awareness of the extent to which particular aspects of health and development are a product of genetic characteristics or environmental influence

2.2	Biological and environmental factors

	The learner will understand there are different biological and environmental factors that may affect the healthy growth and development of the child:
	
	• biological factors:
	   o inherited or health conditions:
	      ▪ muscle structure
	      ▪ hair and eye colour
	• environmental factors:
	   o people, places, situations, circumstances and relationships that the child experiences at home or in the wider world:
	      ▪ inner city – centre of the city
	      ▪ rural – countryside
	   o socioeconomic:
	      ▪ income – poverty
	      ▪ housing – standards
	   o family lifestyle:
	      ▪ abuse
	      ▪ neglect
	      ▪ drug/alcohol abuse
	      ▪ healthy diet
	      ▪ poor diet
	   o opportunities for exercise
	   o stimulation:
	      ▪ language rich environment – talking and interaction
	      ▪ play experiences – indoor or outdoor outside of the learning environment
	   o relationships:
	      ▪ with adults
	      ▪ with children

2.3	**Effects of biological and environmental factors**

	The learner will understand the possible short- and long-term effects of biological and environmental factors on the healthy growth and development of the child and how factors may affect the child in positive or negative ways:
	
	• biological:
	   o short term:
	      ▪ limited learning opportunities
	      ▪ limited concentration when at a childcare setting
	      ▪ withdrawn social behaviour
	      ▪ insecure/secure parental attachment
	      ▪ inhibited relationships with others
	   o long term:
	      ▪ reduced educational attainment
	      ▪ limited range of career choices
	      ▪ declining growth
	      ▪ mental illness
	      ▪ difficulty managing feelings
	      ▪ achieving/not achieving expected age-related milestones
	• environmental:
	   o short term:
	      ▪ weight gain
	      ▪ positive feelings of wellbeing
	      ▪ illnesses and deficiencies
	      ▪ meeting expected age-related milestones
	      ▪ not meeting expected age-related milestones
	      ▪ insecure/secure parental attachment
	   o long term:
	      ▪ limited range of career choices
	      ▪ thriving growth and healthy body weight
	      ▪ nutritional deficiency
	      ▪ pain
	      ▪ successful educational achievement
	      ▪ achieving/not achieving expected milestones
	      ▪ positive emotional wellbeing

2.4	**Transitions**
	The learner will understand the term 'transition' and that a transition can be expected or unexpected and how this may affect the child in positive or negative ways: • transition – the change from one stage or state to another
2.4.1	**Types of transition**

	The learner will understand the types of transition:
	
	• expected:
	   o starting a new childcare setting
	   o planned hospital admission of themselves or a family member
	   o moving house

	o moving rooms within a setting
	   o weaning
	   o toilet training
	   o birth of a sibling
	  • unexpected:
	   o bereavement of a friend, family member or pet
	   o change to family circumstance/dynamic
	   o family structure and separation

2.4.2	**The impact of transitions on the child's development**

	The learner will understand the different ways the child may react to transitions and the possible impact this may have on their development:
	
	 • physical:
	   o loss of or increased appetite
	   o sleeping patterns, nightmares
	   o wetting/bedwetting
	   o new fine and gross motor skills
	   o regression or independence with self-care routines
	   o ill health, vulnerability to chronic illnesses
	   o access to new healthy food choices
	 • cognitive:
	   o difficulty understanding the concept of change
	   o lack of concentration
	   o learn from new experiences
	   o develop skills to deal with new challenges
	   o affect healthy brain development
	 • communication and language:
	   o unable to express their needs and feelings
	   o regress in ability to communicate with others
	   o delays in speech, language and communication
	   o new environment and interaction results in new language skills
	 • social and emotional:
	   o show strong feelings and emotions:
	    ▪ excitement
	    ▪ sadness
	    ▪ sense of loss
	    ▪ fear
	    ▪ anger
	    ▪ withdrawal
	   o express emotions through:
	    ▪ crying
	    ▪ biting
	    ▪ kicking
	    ▪ being clingy
	    ▪ regression
	   o affect emotional wellbeing:
	    ▪ levels of resilience
	    ▪ anxiety
	   o experience interaction with new role models:

	▪ gain confidence to manage and cope with new feelings	
2.5	**Support strategies**	

	The learner will understand the general ways in which the early years practitioner supports the wellbeing and basic care needs of the child through expected and unexpected transitions. The learner will understand the ways in which expected transitions can be planned to ensure that they support the child's wellbeing and basic care needs:
	
	• build positive relationships with the child and family:
	   o share information
	   o use effective communication
	   o establish care routines
	   o set clear boundaries
	   o be sensitive to needs
	   o show respect
	• adopt a child-centred approach:
	   o have realistic expectations of the child's needs and interests
	   o find out about the child's interests
	   o maintain consistency in care
	• provide experiences for expression:
	   o imaginative play
	   o sensory experiences
	   o sharing books with the child
	
	The learner will understand specific ways in which the early years practitioner supports the wellbeing and basic care needs of the child through transitions. The learner will understand the ways in which expected transitions can be planned to ensure that they support the child's wellbeing and basic care needs:
	
	• starting a new childcare or education setting:
	   o visits to the setting prior to starting
	   o key worker visits the child at home
	   o read books about starting school/setting
	   o use role play to play 'schools'
	• birth of a new baby:
	   o play with toy dolls and prams
	   o read books about the birth of a new baby
	   o visit a family where they have a new baby
	   o help choose toys or clothes for the new baby
	• planned hospital admission:
	   o visit the hospital prior to admission
	   o watch a children's TV programme about a hospital
	   o use doctors or nurses' costumes for dressing-up and play
	   o look at the hospital website to see pictures of staff and facilities
	• bereavement of a friend or family member:
	   o read books about bereavement
	   o create a memory box with special objects and photographs
	   o sensitively talk about the person who has died
	• change to family circumstance/dynamic:
	   o give an opportunity for discussion	

	○ create a family tree together ○ read books about different families - family structure and separation/attachment issues: ○ access help from professionals ○ read books about the situation ○ spend time together as a family

3. Care routines, play and activities to support the child

The learner will understand the child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing from birth to 5 years.

3.1	Basic care needs

	The learner will understand that every child is unique but their basic needs are the same and that by meeting the child's needs, the child will achieve their full potential. The learner will be familiar with the child's basic and psychological needs based on Maslow's Hierarchy of Needs and will understand ways the early years practitioner can meet the child's basic and psychological needs:
	
	• basic needs:
	  o food and drink:
	    ▪ provide healthy daily snacks
	    ▪ give access to drinking water
	  o fresh air:
	    ▪ plan regular opportunities for outdoor play
	    ▪ provide trips outside the setting
	  o rest and sleep:
	    ▪ make available quiet activities
	    ▪ schedule nap times
	  o exercise:
	    ▪ provide access to climbing equipment
	    ▪ offer times for physical movement (for example, dancing)
	  o physical safety:
	    ▪ check equipment for faults
	    ▪ make sure doors and gates are locked
	    ▪ not use physical punishment
	  o emotional safety:
	    ▪ provide a consistent keyworker
	    ▪ establish keyworker interaction
	    ▪ arrange small group play
	    ▪ be a caring practitioner
	    ▪ ensure bullying is not tolerated
	  o shelter:
	    ▪ provide a warm and welcoming environment
	    ▪ provide areas shaded from the sun
	• psychological needs:
	  o belonging:
	    ▪ respond to the child's interests
	    ▪ encourage the child to join in
	    ▪ provide opportunities to interact with others
	  o affection:
	    ▪ comfort a child when distressed
	    ▪ show empathy
	  o sense of achievement:
	    ▪ praise the child's efforts
	    ▪ recognise positive behaviour

	o valued:
	    ▪ display the child's artwork
	    ▪ show an interest in the child's culture
	    ▪ listen attentively to the child
	    ▪ recognise their needs
	o establish emotional boundaries:
	    ▪ provide consistency with rules

3.2	**Basic care routines and play activities to support the child's development**
3.2.1	**Basic care routines**

	The learner will understand basic care routines and the ways these promote the independence, health, safety and wellbeing of the child:
	
	• getting dressed/getting changed:
	   o choice
	   o decision making
	   o self esteem
	   o fine motor skills
	• mealtimes:
	   o decision making
	   o self-reliance
	   o problem solving
	   o healthy diet
	• toileting/washing routine:
	   o self-care
	   o self-reliance
	   o fine motor skills
	   o protection from infection
	• rest and sleep:
	   o healthy wellbeing
	   o choice
	   o decision making
	   o self-care

3.2.2	**Play activities**

	The learner will understand that play is one of the ways in which the child learns. The learner will know that play can be indoors or outdoors, child or adult initiated, planned or unplanned, and whichever form it takes it will support children's holistic development.
	
	The learner will understand how different types of play can be planned to support the child's holistic development and the different type of play activities and resources that can be used when planning:
	
	• physical play involves use of the child's fine or gross motor physical skills to develop:
	   o balance and coordination
	   o control of fine movements
	   o new concepts
	   o confidence
	   o healthy wellbeing

- physical play comprises the use of:
  - rattles
  - climbing apparatus
  - beads
  - construction toys
  - clay
  - dough
  - balls
  - drawing
- creative play allows the child to explore and experiment using different media to develop:
  - new language
  - new concepts
  - confidence
  - problem solving
- creative play comprises the use of:
  - junk modelling
  - paint
  - clay
  - chalk
  - musical instruments
  - natural resources
- imaginative play uses imagination to create different scenarios to develop:
  - expression of feelings
  - control of fine motor skills
  - relationships
  - communication
- imaginative play comprises the use of:
  - dressing up clothes
  - dolls or small figures
  - role play areas
  - puppets
- sensory play stimulates the senses to develop:
  - expression of feelings
  - hand eye coordination
  - new concepts
  - concentration
- sensory play comprises the use of:
  - dough
  - scented dough
  - corn flour
  - slime
  - sand
  - water
  - shaving foam
  - paint
  - instruments

3.3	**The role of the early years practitioner during play activities**
	The learner will understand the early years practitioner's role when supporting play activities:

- before:
  - complete risk assessment or safety sweep
  - consider how to meet children's individual needs and interests
  - complete planning documentation
  - identify outcomes for the children
  - prepare resources and the environment
- during:
  - engage in open ended talk and discussion
  - provide praise and encouragement
  - focus on interaction to support activity outcomes
  - encourage socialisation and cooperation between children
  - facilitate practitioner or peer support to encourage children to solve problems
  - listen to children's ideas
  - manage children's safety
  - promote independence
  - manage children's behaviour
  - adapt the activity, interaction or resources to ensure inclusion for all
- after:
  - tidy up/clean the environment
  - pack away resources
  - think about the effectiveness of the activity in meeting outcomes
  - reflect on outcomes achieved by the children

4. Early years provision

The learner will understand the purpose, role and function of different types of early years provision.

4.1	Types of early years provision
	The learner will understand the types of early years provision across a range of settings: • statutory – provided in statute and funded by the government • private – profit making business where services are chargeable • voluntary – charities and not for profit organisations set up to meet the needs of the child and their families
4.2	**The purpose of early years provision**
	The learner will understand the purpose of early years provision: • purpose: o promotes holistic development: ▪ physical ▪ cognitive ▪ social and emotional ▪ language and communication o supports parents or carers: ▪ seek or retain employment ▪ receive respite ▪ access training opportunities ▪ participate in recreation and leisure activities o promote learning through the prime and specific areas of learning to meet the early years learning goals within the statutory framework: Statutory framework for early years foundation stage (EYFS)
4.3	**Types of early years settings**
	The learner will understand there are different types of early years settings that offer provision: • crèche: o parent/carer stay on the same premises o a child up to the age of 8 is cared for during the day for a short period of time, regularly or occasionally • childminder: o person who looks after children of any age in the childminder's own home o care is provided during the school day, before or after school and during school holidays • nursery: o children aged 0–5 years attend the nursery for all, or part of the day o usually open for the full calendar year and provides before, after school and holiday care for older children • pre-school: o children aged 2–4 attend pre-school, which is often located in community venues o children may attend for a few hours or a full day during school time term

	• nursery class:
	   ○ children aged 3–4 years attend the nursery class often connected to a primary school
	   ○ children may attend for a morning or afternoon session or a full day during school term time depending on circumstances
	• primary school:
	   ○ legally children must attend from the term after their fifth birthday, but many children start primary school in the September of the year that they become 5 years old
	   ○ children attend for school hours during term time
	   ○ provides (or in partnership with others) additional childcare outside school hours

4.4	**Variation in early years provision**

	The learner will understand that early years provision varies in accessibility, capacity, facilities and approach, and that these variations may influence parental options and availability of childcare provision for the child and their family or carer:
	
	• accessibility:
	   ○ cost
	   ○ eligibility and admissions criteria
	   ○ location
	   ○ opening times
	• capacity:
	   ○ number of children
	   ○ ratio of staff to children
	• facilities:
	   ○ indoor environment
	   ○ outdoor environment
	   ○ resources
	• approach:
	   ○ to learning activities
	   ○ policies
	   ○ procedures

5. Legislation, policies and procedures in the early years

The learner will understand that early years settings are regulated and standardised. The learner will know what regulation means and the name of the regulatory authority.

5.1	Regulatory authority

	The learner will understand the regulatory authority and its function:
	
	• Office for Standards in Education, Children's Services and Skills (Ofsted):
	   o part of the government
	   o inspects childcare, adoption and fostering agencies
	   o regulates early years and children's social services
	   o ensures services are suitable for children and vulnerable young people
	   o completes inspection visits and reports on care services

5.2	Legislation and frameworks which underpin policy and procedure
5.2.1	Legislation, framework, policy and procedure definitions
	The learner will understand the different terms 'legislation', 'framework', 'policy' and 'procedure', as shown below: • legislation – a law, or set of laws, that have been passed by parliament • framework – a set of standards that must be met • policy – an action adopted by an organisation • procedure – an established way of carrying out a policy
5.2.2	Legislation

	The learner will understand that legislation governs early years settings and the relationship between legislation, frameworks, policies and procedures. The learner will understand basic principles of legislation and frameworks that inform policies and procedures of early years settings.
	
	• Health and Safety at Work etc Act 1974 – health, safety and welfare of children, staff and visitors within the workplace:
	   o policy:
	      ▪ health and safety
	      ▪ food and drink
	      ▪ visitors to the setting
	   o procedure:
	      ▪ risk assessments (to identify hazards and controls)
	      ▪ safe working practices during food preparation (handwashing and using personal protective equipment (PPE))
	      ▪ arrival and departure of visitors (signing in and out of the setting)
	      ▪ reporting accidents (reports completed following an accident)
	• United Nations Convention on Rights of the Child (UNCRC) 1989 – grants rights to all children under the age of 18:
	   o policy:
	      ▪ safeguarding
	      ▪ play

	▪ equality and diversity
	   o procedure:
	     ▪ report abuse (record keeping and reporting)
	     ▪ provide play (safe opportunities for indoor and outdoor play)
	     ▪ adapt activities (providing additional equipment or adaptation to the environment)
	• Equality Act 2010 – ensures an individual's characteristics are protected:
	   o policy:
	     ▪ equality and diversity
	   o procedure:
	     ▪ provide resources that reflect society (books and toys should positively reflect groups within society)
	     ▪ be a good role model (always speak positively about others)
	     ▪ adjust activities to ensure everyone can participate (provide a ramp and extra room so a child can access the activity)
	• Data Protection Act (2018) – data protection and privacy on how personal data is used and stored:
	   o policy:
	     ▪ confidentiality
	   o procedure:
	     ▪ share information with consent (for example, asking parents for their permission to take photographs)
	     ▪ store information safely (for example, using a password to protect information stored on a computer)
	     ▪ share information on a 'need to know' basis (if there is a concern about a child, talk only to the designated safeguarding lead (DSL))
	• early years foundation stage (EYFS) statutory framework standards for the learning, development and care of children aged 0–5:
	   o policy:
	     ▪ keyworker
	     ▪ safeguarding
	     ▪ health and safety
	   o procedure:
	     ▪ ensure adequate staff/child ratio (following ratios identified in the EYFS)
	     ▪ respond to disclosure (being sensitive, record and report to the DSL)
	     ▪ never use personal mobile phones when working with children (make sure mobile phones are kept in staff areas only)

5.2.3	**Health and safety procedure**
	The learner will understand the role of the early years practitioner in maintaining health and safety in the setting: • carry out risk assessments • complete security checks during arrivals and departures • make sure equipment is safe to use • follow the setting's procedures for first aid • ensure correct and hygienic handwashing, nappy changing and toileting routines are followed • safe disposal of bodily fluids and waste • report infectious diseases

	• report incidents and accidents • follow emergency and fire evacuation procedures • carry out manual handling safely • use of PPE • ensure food hygiene is maintained • respond to dietary needs and requirements • follow off-site activities procedures
5.2.4	**Equality and inclusion procedure**

	The learner will understand the terms connected to equality, diversity and inclusion and the role of the early years practitioner in supporting equality, diversity and inclusion in the early years setting:
	
	• equality – individuals are not treated less favourably:
	  o provide resources that ensure all children can take part in every activity
	  o make reasonable adjustments to activities so that all children have an equal chance to join in
	  o provide extra explanations so that everyone understands the rules of a game
	• diversity – the difference in values, attitudes, cultures and beliefs of people:
	  o recognise and celebrate individual differences
	  o ensure dignity and respect
	  o ensure anti-discriminatory practice
	  o provide positive images of all people within society
	• inclusion – every child is given equal access to education and care:
	  o provide access to appropriate resources and environment
	  o make reasonable adjustments for physical or emotional needs
	  o adapt materials and activities to meet the individual needs of the child and families/carers
	  o provide extra time for activity completion
	  o follow procedures to support children for whom English is an additional language (EAL)

5.2.5	**Safeguarding procedure**

	The learner will understand the term 'safeguarding', know different categories and indicators of abuse and understand how the early years practitioner deals with suspected abuse in line with the setting's policy.
	
	• safeguarding – protecting children from harm
	• categories and the indicators of abuse:
	  o physical (someone deliberately harming a child):
	    ▪ bruising
	    ▪ fractures
	    ▪ burns
	  o emotional (constant verbal insults, ridiculing, mocking):
	    ▪ low self esteem
	    ▪ withdrawn social behaviour
	    ▪ stammering and stuttering
	  o sexual (inappropriate sexual contact, involvement or behaviour that harms a child):
	    ▪ bruises in genital areas

	▪ pain in genital areas
	▪ sudden change in behaviour
	  o neglect (not providing for or meeting a child's needs):
	    ▪ untreated illness
	    ▪ constantly hungry
	    ▪ inappropriate clothing for the weather
	• responding to suspected abuse:
	  o observe and record
	  o follow guidance, policies and procedures for child protection
	  o put into action lines of reporting
	  o maintain professional boundaries
	  o ensure other professionals provide immediate protection

5.2.6	**Confidentiality procedure**

	The learner will understand the term 'confidentiality', why confidentiality must be maintained and the role of the early years practitioner in maintaining confidentiality:
	
	• confidentiality – the preservation of privileged information concerning the child and their families
	• why confidentiality must be maintained:
	  o build trust between all those caring for the child
	  o safeguards the child, parents and family
	  o it is a legal requirement
	  o respects privacy
	• role of the early years practitioner:
	  o maintain confidentiality:
	    ▪ obtain consent and permission
	    ▪ ensure secure handling and storage
	    ▪ share information
	  o breach confidentiality:
	    ▪ protect the child
	    ▪ whistleblow
	    ▪ 'need to know' principle

6. Expectations of the early years practitioner

The learner will understand expectations with regards to appearance, behaviour, timekeeping and attitude when working in an early years setting.

6.1	Appearance

	The learner will understand the expected appearance of a practitioner working within an early years setting and understand why the early years practitioner must be presented appropriately:
	
	• expected appearance:
	   o good personal hygiene (to minimise the spread of infection, give a professional welcoming impression and encourage safe working):
	      ▪ clean hair and tied back (if long)
	      ▪ short and clean nails
	      ▪ fresh smelling and clean skin
	   o body art, piercings and tattoos:
	      ▪ removed if a potential safety hazard
	      ▪ covered if they could cause offence or are unsuitable in content or style
	   o clothing and accessories (to minimise the spread of infection, give a professional welcoming impression and to help the early years practitioner to work safely and comfortably):
	      ▪ clean, frequently washed and fresh smelling
	      ▪ safe without tassels or hazardous embellishment
	      ▪ practical to allow for movement, and for wearing in and outdoors
	      ▪ respectful, without offensive or disrespectful slogans or too much skin revealed
	      ▪ meet uniform requirements and the setting's policies

6.2	Behaviour

	The learner will understand the expected behaviour of the early years practitioner working within an early years setting:
	
	• work within the policies and procedures of the setting to meet legislation:
	   o carry out health, safety and hygiene practices
	   o show respect and maintain the children's and parents' or carers' dignity
	   o dress code
	• maintain professional boundaries:
	   o appropriate relationships
	   o maintain confidentiality
	   o use of mobile phone
	   o use of social media
	• positive attitude:
	   o caring
	   o enthusiastic
	   o patient
	   o uses initiative
	   o motivated
	   o respectful
	   o positive role model

	• effective verbal and non-verbal communication with the child, parent, carer or team members:
	   o verbal:
	      ▪ reflects the child's age and stage of development
	      ▪ promotes the child's learning and development
	      ▪ use of clear language
	      ▪ appropriate for the situation
	   o non-verbal:
	      ▪ active listening
	      ▪ sensitive and respectful
	      ▪ body language

6.3	**Attendance and timekeeping**

	The learner will understand the importance of expected attendance and timekeeping requirements and the ways to maintain professional attendance and timekeeping in an early years setting:
	
	• attendance:
	   o ensures that adult/child ratios are met
	   o children are safe
	   o parent and carer can rely on the early years setting to care for their child
	   o children's needs can be met
	• ways to deal with attendance issues:
	   o inform manager if unable to attend due to illness
	   o where possible, ensure personal appointments are booked outside of work time
	   o show reliability by keeping to agreed work patterns
	• timekeeping:
	   o ensures that the early years setting can open safely
	   o activities are ready for the children when they arrive
	   o effective teamwork can take place
	   o children are well cared for, and their needs are met
	   o ways to maintain expected timekeeping:
	      ▪ arrive on time at the start of the day
	      ▪ return on time after a break
	      ▪ finish at the agreed time at the end of the day

7. Roles and responsibilities within early years settings

The learner will understand roles and responsibilities of those working with children from birth to 5 years in early years settings and the purpose of partnership working within early years provision.

7.1	Early years practitioner roles

	The learner will understand the general roles and responsibilities of those working in early years settings:
	
	• roles:
	  ○ manager or person in charge of setting
	  ○ early years practitioner
	  ○ room leader
	  ○ key person
	  ○ childminder
	  ○ teaching assistant
	  ○ nanny
	• responsibilities:
	  ○ keep children safe:
	    ▪ prepare and maintain a safe environment
	    ▪ complete risk assessments
	    ▪ work in partnership with others
	    ▪ provide supervision of children
	    ▪ follow policies
	  ○ support healthy development:
	    ▪ provide access to healthy snacks, including drinking water at mealtimes
	    ▪ support children's wellbeing
	    ▪ create opportunities for exercise
	    ▪ plan and support transitions
	    ▪ implement hygiene and health routines
	  ○ promote development:
	    ▪ plan development opportunities and activities
	    ▪ talk to children during play, activities and routines
	    ▪ offer ideas and encouragement
	    ▪ create an enabling environment
	    ▪ observe and assess children's learning
	    ▪ plan activities and routines based on children's needs
	    ▪ adapt activities, resources and the environment
	  ○ work in partnership:
	    ▪ with parents/carers
	    ▪ with external professionals
	    ▪ participate in teamwork

7.2	Partnership working in the early years
	The learner will understand the term 'partnership working': • partnership working – different services and professionals working together with other teams or people to meet the child's and/or family's needs

7.2.1	**How partnership working benefits the child, family and early years practitioner**

	The learner will understand how partnership working benefits the child, family and early years practitioner:
	
	• child:
	  o supports child-centred practice that meets children's holistic needs
	  o ensures supportive intervention is made when a child is not meeting age-expected milestones
	  o promotes safeguarding to ensure that children are protected from harm
	  o provides consistent care, giving emotional and physical security
	• family:
	  o gains support from practitioners with a different perspective or experience
	  o ensures shared goals can be achieved and everyone is united in approach
	  o builds trust so that information can be shared to support the child
	• early years practitioner:
	  o has access to advice and information which will inform planning of activities and routines to promote children's development
	  o builds trust and creates a supportive relationship where information can be shared
	  o supports shared goals, and everyone can work to their strengths and support each other

7.3	**Specialist roles within the early years settings**

	The learner will understand the specialist roles of individuals working in early years settings:
	
	• special educational needs and disabilities coordinator (SENDCo):
	  o co-ordinates provision for children with special educational needs
	  o responsible for overseeing, assessing, planning and monitoring progress
	• designated safeguarding lead (DSL):
	  o is a named person responsible for child protection
	  o ensures policies and procedures are in place
	  o makes referrals
	  o monitors the needs of children and their families/carers
	• physical activity and nutrition coordinator (PANCo):
	  o acts as a champion for best practice in physical activity and nutrition
	  o promotes health and wellbeing
	• key person – a requirement of the early years foundation stage (EYFS):
	  o works with small groups of children
	  o offers care to promote children's growth and development

7.4	**Specialist roles outside the early years setting**

	The learner will understand the roles of different professionals outside of the setting:
	
	• special educational needs and disability (SEND) teams:
	  o physiotherapist – help an individual affected by injury, disability or illness with movement and exercise, manual therapy, education and advice
	  o educational psychologist – assesses an individual with special needs, emotional or behavioural difficulties
	• health professionals:
	  o general practitioner (GP) – diagnoses and treats medical conditions

		o paediatrician – doctor who specialises in the treatment and care of children and young people
		o health visitor – works with children and families to support and promote health and development
	• children's social care:	
		o social worker – provides assessment of a child's and their family's needs and offers a range of support to ensure a child is protected and well cared for
		o family support worker – provides practical advice and support to individuals and families in need on a range of issues

8. The importance of observations in early years childcare

The learner will understand how observations are used in early years settings, the different methods used and the components of recording observations. The learner will understand terms connected to accurate recording of observations and the benefits of observation and sharing observations with others.

8.1	Observation and recording methods
	The learner will understand different observation and recording methods and how formative and summative assessment is used within early years settings.
8.1.1	How observations support child development

	The learner will understand how observations support holistic child development from birth to 5 years and how it informs formative and summative assessment and future planning of activities to promote holistic development:
	
	• formative assessment:
	  o assessments that inform planning and immediate responses to children
	  o find out the child's interests
	  o help identify stages of development
	  o understand triggers in behaviour
	  o gain insight to share with parent/carer/professionals
	  o supports provision for the characteristics of effective learning
	  o plan development activities
	• summative assessment:
	  o assessments that provide a summary of the child's learning and development at a point in time
	  o evaluates effectiveness of interventions
	  o supports assessment of the child's development
	  o supports other professionals
	  o plan learning and development activities
	  o track progress against current framework requirements

8.1.2	Objective and subjective observation

	The learner will understand the different terms 'objective' and 'subjective':
	
	• objective:
	  o a record of what is seen and heard
	  o it does not include an opinion
	  o it states the facts and details only
	  o it avoids interpretation
	• subjective:
	  o is influenced by past events
	  o is based on personal experience
	  o is based on opinion, feelings or assumption
	  o is subject to interpretation

8.1.3	Components of recording observations
	The learner will understand the different components of recording observations and assessment of the child's development: • aim – what the observer wants to find out • recording – the method used, and information gained • evaluation – an assessment of what has been observed and recorded • planning – consider what should happen next to support the child and the activities that could support the holistic development
8.1.4	**Different methods of observation**

	The learner will understand the different methods of observation that are used to record the child's development:
	
	• media methods:
	  ○ make a video recording
	  ○ take a photograph
	  ○ record observations in a digital format
	• learning journal:
	  ○ collection of notes, observations and thoughts
	  ○ built up over a period of time
	• post-it notes:
	  ○ make a note of the child's behaviour or skill
	  ○ temporarily attach a note to a document or other surface
	• narrative/free description/written account:
	  ○ a short observation focused on the child
	  ○ write everything down during the period of observation of the child
	• checklist:
	  ○ check whether the child can achieve a specialised skill
	  ○ record findings

8.1.5	**Sharing observations**
	The learner will understand the benefits of sharing observations of the child in an early years setting with parent/carer, other professionals and team members: • continuity of care to ensure those involved in the care of the child are united in approach • monitoring progress to make sure that the child's development can be tracked • early intervention to ensure that support can be provided to aid the child's development • child-centred approach to make sure that the child's individual needs are met

9. Planning in early years childcare

The learner will understand the child-centred approach to planning and the importance of planning to meet the child's needs.

9.1	**The purpose of a child-centred approach**
	The learner will understand the term 'child-centred approach' and the purpose of child-centred practice as part of the planning cycle: • child-centred approach – enables children to initiate and direct their own play with the support of interested and responsive adults
9.2	**The purpose of the planning cycle**

	The learner will understand the purpose of the planning cycle, how planning can support the child's individual needs and that learning can occur in the moment because of interaction with others and a well-planned environment:
	
	• to identify the individual needs of the child:
	   o physical
	   o cognitive
	   o communication and language
	   o social and emotional
	• identify support needs
	• establish action planning
	• develop partnership working
	• refer to others

9.3	**The planning cycle**

	The learner will understand each stage of the planning cycle and how this contributes to formative and summative assessment:
	
	• observe – the child's holistic growth and development
	• assess:
	   o compare with expected key milestones of development
	   o against current framework expectations
	   o where a child may need support or early intervention
	• plan:
	   o agree and record what the child needs:
	      ▪ additional resources
	      ▪ specific activities
	      ▪ change in routine
	      ▪ referral to other professional
	      ▪ how practitioner will provide support or early intervention
	• implement:
	   o put agreed plan into practice
	   o share with other professionals and parent/carer
	   o record actions taken
	• review:
	   o observe the extent to which the needs have been met

	o make any adjustments to the plan
	o engage in partnership working
	o opportunity for practitioner reflection

Teaching guidance

In this section we provide some useful advice and guidance to support the delivery of the teaching content.

Teachers must teach topics reflected in the content linked to children from birth to 5 years and teaching should reflect the developmental experience of that age range. Where 'child/children' are used, teachers should consider how the content may relate to younger children including those from birth.

Website links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

1. Teaching guidance – child development

1.1 Aspects of holistic development

It is important that the learner is given the opportunity to gain knowledge and understanding about the term 'holistic development' and how all areas of development are interconnected.

Learners could be encouraged to think about simple, everyday tasks they perform and consider the identified areas of development and how they are all used. For example:

- everyday task – choosing and making breakfast
- physical – reaching for a bowl and choosing a spoon, opening a packet and pouring the contents out
- cognitive – thinking about the right sized bowl, pouring just the right amount of cereal, pouring the milk carefully so that it does not spill
- communication and language – asking others if they want any breakfast, talking to others about what is going to happen today
- social and emotional – the changes in mood from feeling hungry to feeling full, thinking about how the day makes them feel, asking others how they are feeling

To reinforce learning, learners can then identify how each area of development is connected to at least one other. For example, you need good communication and language skills to ask how someone else is feeling (social and emotional).

It is important that the learner is given the opportunity to gain knowledge and understanding about the expected sequence and key milestones of a child's development.

- 1.1.1 Physical
- 1.1.2 Cognitive
- 1.1.3 Communication and language
- 1.1.4 Social and emotional

Learners could work towards creating a resource that identifies the key milestones for each age group in each area of development. The resource could be a class display or individual milestones booklets.

1. Teaching guidance – child development

Suggested activities

Lotto:

- learners are placed in small groups and given a grid with the 5 identified ages
- key milestones for one area of development are written on the board, shown on a PowerPoint or handed out on strips of paper
- learners must decide which age they should place the milestone on
- class discussion on the correct answers can check learning and reinforce expectations at any given age
- learners can be told how many milestones to expect for each age (for example, physical, 2 years, 3 milestones)
- once the correct information has been established, it can be added to the class or individual resource

Mix and match:

- learners can work in small groups or pairs
- learners are given 2 areas of development from the content list (for example, physical and communication and language)
- learners are given the milestones for those areas of development (as listed in the content)
- learners must separate the milestones (as listed in the content) and match them to the area of development
- learners then sort them into the relevant ages
- learners can be told how many milestones to expect for each age (for example, cognitive, 3 years, 4 milestones)
- once the correct information has been established, it can be added to the class or individual resource
- learners could record their findings on prepared worksheets or create a display to show their understanding of the expected sequence and key milestones achieved by the child at the end of each age group; each aspect identified within the content should be covered by the learners
- use either photographs/images or short video clips of children at various stages from 0–5 years of age to help the learner contextualise their knowledge of the areas of development

Resources:

- large paper
- marker pens
- child development textbooks
- IT access for research

External visits/guest speakers

The learner may benefit from listening to a health visitor discuss how they monitor a child's development. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

1. Teaching guidance – child development
Useful websites: • www.nhs.uk/conditions/pregnancy-and-baby/helping-your-childs-speech/ • www.earlyyearsmatters.co.uk/our-services/school-and-nursery-support/early-years-adviser/child-development-2/ • www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf • www.nhsggc.org.uk/kids/child-development/interactive-child-development-timeline/ • www.cambscommunityservices.nhs.uk/advice/staying-safe/childhood-development/milestones

---

2. Teaching guidance – factors that influence a child's development

2.1 Nature and nurture

It is important that the learner is given the opportunity to gain knowledge and understanding about the difference between nature and nurture in relation to child behaviour and development.

Learners could be encouraged to discuss what they think is the difference between nature and nurture.

Learners can then discuss any inherited factors that may affect a child at school (for example, the impact of nature on a child's behaviour and development). They could consider:

- a child who uses a wheelchair to get around school
- a child who has a hearing impairment

Learners can then discuss how young people are influenced by others (for example, the impact of nurture on their behaviour and development). They could consider:

- do you have a skill or talent? (for example, cooking, singing, sport)
- who taught you that skill or talent? (for example, dad, granny, a coach)

2.2 Biological and environmental factors

Biological factors

It is important that the learner is given the opportunity to gain knowledge and understanding about the difference between health conditions, genetic conditions and inherited characteristics.

Learners could be placed in small groups and encouraged to discuss their own knowledge and understanding of biological factors. For example:

- do you know anyone who has a health condition? (for example, diabetes or sight loss)
- do you know anyone who has a genetic condition? (for example, Down's syndrome or cystic fibrosis)
- do you know anyone who looks just like their sibling or parent? (for example, has the same facial features)

The whole class can then discuss how these biological factors (as listed in the content) could affect the growth and development of a child.

Environmental factors

It is important that the learner is given the opportunity to gain knowledge and understanding about a range of environmental factors.

Learners can be placed in small groups and be encouraged to discuss how the environment might impact on a child's health and development. For example:

- where they live (for example, tower block, house, countryside, city)

---

2. Teaching guidance – factors that influence a child's development

- who they live with (for example, parents, carers, siblings, grandparents)
- opportunities (for example, outdoor space, financial, support)

Learners can draw on their own life experiences if they want to.

The whole class can then discuss how environmental factors (as listed in the content) could affect the growth and development of a child.

2.3 Effect of biological and environmental factors

It is important that the learner is given the opportunity to gain knowledge and understanding about the difference between the short-term and long-term effect of both biological and environmental factors on the healthy growth and development of the child.

Suggested activity:

- place learners in groups of 4
- give each group 2 sheets of flip chart paper or similar
- ask learners to label one sheet biological and the other environmental
- ask learners to divide each sheet in 2, and write short term at the top of one section, and long term at the top of the other
- learners should use their notes from 2.2 and then identify whether they think the factors are short term or long term

The whole class discussion at the end of this activity should focus on the listed content and explore and develop the learners' own ideas and contributions about short-term and long-term factors.

When discussing 2.1–2.3, it is important to consider both positive and negative aspects of these factors.

To consolidate learning surrounding the factors that influence a child's development, lead a nature or nurture debate based on the learners' knowledge and understanding of the biological and environmental factors in relation to a child's behaviour and development.

2.4 Transitions

It is important that the learner is given the opportunity to gain knowledge and understanding about the term 'transitions', cover a range of transitions, and consider the impact these have on the development and strategies used to support children through a transition.

2.4.1 Types of transition

Suggested activity:

- in pairs, discuss their own understanding of the term 'transition'
- create a list of possible transitions that a child may experience
- share the list in a class discussion

2. Teaching guidance – factors that influence a child's development

- using the class list of possible transitions, separate them into a list of expected and unexpected transitions
- identify whether each transition could have a positive or negative impact on the child

2.4.2 The impact of transitions on the child's development

Suggested activity:

- place large sheets of paper either on the wall or on tables
- label each sheet of paper with one of the types of transitions listed in the content
- give learners sticky notes
- ask learners to go around the room and write one possible impact of the identified type of transition on the child on their sticky note and place it on the sheet
- once learners have had a chance to add their sticky notes to the sheets, place the learners in groups
- give each group one of the types of transitions sheets
- ask the group to:
  - discuss the type of transition
  - identify whether the transition is expected or unexpected
  - identify whether the sticky notes describe a physical, cognitive, communication and language or social and emotional impact on the child

Note: sticky notes could be pre-filled with possible impacts or clues to possible impacts of transitions, ensuring the listed content is covered.

Suggested follow on activity:

- in small groups, learners could share and use the information from the activity to prepare a short PowerPoint presentation to reflect their understanding of transitions and their impact on the child's development
- the PowerPoint could be presented during the next session
- learners could summarise their work and distribute key aspects from the content within a handout so that the learning is shared across the whole group

2.5 Support strategies

It is important that the learner is given the opportunity to gain knowledge and understanding about the general ways and specific ways that an early years practitioner can support a child through transitions.

Facilitation of a whole class discussion about the general ways an early years practitioner can support children through both expected and unexpected transitions will assess learners' knowledge, understanding and experience of the topic.

2. Teaching guidance – factors that influence a child's development

Suggested activity for understanding specific ways to support transition

Round robin activity:

- place a large sheet of paper on each table (6 in total, one for each specific way identified in the content)
- in groups, learners must discuss a specific way to support a child through the identified transition
- after a set amount of time, all learners should move on to another table, but one learner must stay on their original table
- the 'new' group could now add another specific way to support the child and then discuss the first addition
- after a set amount of time, all learners move on to another table, but the same learner must stay on their original table
- the 'new' group could now add another specific way to support the child and then discuss the first 2 additions
- the activity continues until all learners have visited each table
- the learner that stayed at the table then presents the work and a class discussion can be facilitated

Note: if there is not enough room to move around the class then the pieces of paper can be passed from table to table. Ensure all listed content is covered.

Scenarios based around different transitions could be written to allow learners to consolidate their understanding of the impact that transitions may have on a child's development during various stages, including ways in which the early years practitioner could tailor support to meet the child's needs.

Resources

- large paper
- marker pens
- sticky notes
- child development textbooks

External visits/guest speakers

The learner may benefit from listening to an early years practitioner discuss the impact of a range of factors on the growth and development of children. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

2. Teaching guidance – factors that influence a child's development

Useful websites:

- www.nct.org.uk/baby-toddler/emotional-and-social-development/how-do-nature-and-nurture-affect-my-childs-development
- www.teachearlyyears.com/learning-and-development/view/nurturing-environments
- www.early-education.org.uk/learning/
- www.earlyyearsmatters.co.uk/eyfs/positive-relationships/transitions/
- www.teachearlyyears.com/a-unique-child/view/supporting-transitions-in-the-early-years

3. Teaching guidance – care routines, play and activities to support the child

3.1 Basic care needs

It is important that the learner is given the opportunity to gain knowledge and understanding about a child's basic care needs.

Suggested activity:

- in small groups, learners are to discuss the basic care needs of all children 0–5 years of age
- use an image of Maslow's hierarchy of needs to support the learners understanding of children's basic and psychological needs
- using the notes from the small group activity, place each care need within Maslow's hierarchy of needs
- facilitate a class discussion on the role of the practitioner in meeting the child's basic and psychological needs

Learners could be given a worksheet with the list of basic care needs as identified in the content. Learners can then place each listed basic care need under the correct heading and any gaps can be discussed.

Note: it is important to emphasise that every child is unique and whilst every child has individual needs, all children have the same basic care needs.

3.2 Basic care routines and play activities to support the child's development

It is important that the learner is given the opportunity to gain knowledge and understanding about how basic care routines and play activities will support a child's learning and development.

3.2.1 Basic care routines

Encourage learners to think about the different basic care routines that promote the independence, health, safety and wellbeing of the child. Scenarios would be beneficial to enable learners to understand the basic care routines that occur in an early years setting and how they promote the independence, health, safety and wellbeing of the child.

Suggested activity:

In small groups, learners should respond to the following scenario:

You are working in a day nursery, and you have been asked to create a poster to show new parents how the nursery will support their child's care routines. You can use images or diagrams on your poster, but you must explain how the routine will support the child's independence.
You will be given one of the following care routines:

- getting dressed/getting changed
- mealtimes
- toileting/washing routine
- rest and sleep

Once all posters are complete, facilitate a class discussion about all identified care routines.

3. Teaching guidance – care routines, play and activities to support the child

Learners should understand the importance of basic care routines in promoting independence and the role of the practitioner in ensuring the health, safety and wellbeing of the child during basic care routines.

3.2.2 Play activities

Begin by discussing the importance of play in terms of children's learning. Learners could share their own indoor and outdoor play experiences from childhood.

Suggested activity:

Following on from the discussion, place 4 large sheets of paper around the room each displaying a type of play as listed below:

- physical play
- creative play
- imaginative play
- sensory play

Learners are then required to write an activity, resource or piece of equipment associated with each type of play. For example:

- physical play (for example, bicycles, footballs)
- creative play (for example, crayons, painting)
- imaginative play (for example, dressing up, a play tent)
- sensory play (for example, playdough, paint)

A class discussion could then describe how each type of play supports the child's holistic development (refer to 1.1) using the terminology and examples from the content:

- physical play involves the use of the child's fine and gross motor physical skills
- creative play allows the child to explore and experiment using different materials
- imaginative play uses imagination to create different scenarios
- sensory play stimulates the senses

It is important for learners to understand that play can be planned or unplanned. Learners will need to be able to understand how different play activities can be planned to support the child's holistic development.

Suggested follow on activity:

In pairs, choose one of the activities identified in the previous class activity and create a plan to show how you would carry out the activity in a setting, considering:

- the activity title
- the aim of the activity
- the resources needed for the activity
- a step-by-step description of the activity

3. Teaching guidance – care routines, play and activities to support the child

- the role of the practitioner during the activity
- what the children will learn from the activity
- areas of development covered by the activity

Note: this activity is a brief introduction to the process of activity planning. Learners may benefit from seeing some actual early years activity planning sheets.

3.3 The role of the early years practitioner during play activities

It is important that the learner is given the opportunity to gain knowledge and understanding about the role of the early years practitioner when supporting play activities, and this should include:

- before the play activity takes place
- during the activity
- after the activity has been completed or is finished

Suggested activity for 'before':

- in pairs, discuss what you think an early years practitioner needs to do before an activity can take place, and think about:
  o the area where the activity will take place
  o what might be needed for the activity
  o policies and procedures of the setting

Facilitate a whole class discussion ensuring that all areas within the content are covered.

Suggested activity for 'during':

- in small groups, create a mind map to show the role of the early years practitioner during an activity, and think about:
  o how they will support and promote learning and development
  o how they will interact with the children during the activity
  o how they will ensure all children can take part in the activity

Learners can feedback and share their ideas with the whole class and any gaps in the listed content can be covered.

Suggested activity for 'after':

- facilitate a whole class discussion to identify what the early years practitioner should do after the activity is finished, and ask learners to think about:
  o the area where the activity took place
  o what was used for the activity
  o how the activity went

It is important for learners to understand the difference between child-initiated and adult-initiated play. They can then identify the importance of both types of play.

3. Teaching guidance – care routines, play and activities to support the child

To enhance the learners' understanding of the video clips, it would be useful to enable learners to consider the developing child within the age ranges for each type of play. If possible, work with an early years setting to arrange a short, supervised visit. During the video and/or visit, the learner can be encouraged to write down an activity and play opportunity that they see the children engaged in and think about the developmental stages and sequences that they have been able to see. This should also include reference to examples of child- and adult-initiated types of play. Learners can use this opportunity to explore the role of the early years practitioner when supporting play activities.

Follow this with a discussion, considering the types of play and resources that children may enjoy at each age. In small groups, the learner can consider any developmental benefits of the activities chosen, as well as discussing the role of the early years practitioner when encouraging play.

Resources
- an image of Maslow's Hierarchy of Needs
- large paper
- marker pens
- video clips of children playing

External visits/guest speakers

The learner may benefit from listening to a play worker discuss how they support development through play. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

Useful websites:

- www.simplypsychology.org/maslow.html
- www.nurseryworld.co.uk/media/98604/021_nw_all-about-care-routines.pdf
- www.sitters.co.uk/blog/the-15-best-activities-for-children-to-help-them-learn-through-play.aspx
- www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/
- www.nhs.uk/conditions/pregnancy-and-baby/why-play-is-important/
- www.literacytrust.org.uk/resources/10-reasons-why-play-important/
- www.playengland.org.uk/what-we-do

---

4. Teaching guidance – early years provision

It is important that the learner is given the opportunity to gain knowledge and understanding about a range of early years provision and the types of settings that children may attend.

4.1 Types of early years provision
4.3 Types of early years settings

Begin this section by allowing learners to consider the range of early years settings. A starting point here would be for them to discuss the range of settings available within their own local area. Learners could relate to their own childhood experiences regarding different types of settings they may have accessed, or perhaps those that have been accessed by other family members or friends.

Learners could then be tasked to research the definition of statutory, private and voluntary provision. This could be through a textbook or via the internet. Learners should feedback their findings to the whole class and begin to make comparisons made between statutory, private and voluntary provision.

Suggested activity

Once learners have discussed a range of settings and the types of provision available, they can then use this information to complete the following task:

- in pairs, create a booklet for new parents/carers to help them understand the types of childcare available to them and their child, considering:
  - whether the setting is statutory, private or voluntary
  - the age range of the setting
  - how long the child may attend the setting (for example, part of the day, all day or just a few hours)
  - where the type of provision can be found (for example, in a home, in a hall, in a school)

Note: ensure that statutory, private and voluntary provision is covered, and that all types of early years setting listed within the content are covered. Booklets can be shared or displayed once complete so that learners have access to all of the information.

4.2 The purpose of early years provision

It is important that the learner is given the opportunity to gain knowledge and understanding of the purpose of early years provision and the benefits to the child and parent or carer.

Recap: Ask learners to explain the term 'holistic development' (1.1)

Suggested activity

Learners should have access to their notes and/resources from 1.1.1–1.1.4:

- in small groups identify how an early years setting would:
  - promote the holistic development of the child
  - support parents or carers
  - promote learning and development of the early years practitioner
- be prepared to share your ideas with the rest of the group

---

4. Teaching guidance – early years provision

Once every group has fed back to the class, ensure that all parts of the listed content has been covered. For example:

- physical play and activities – outdoor play promotes gross motor skills (1.1.1 and 3.2.2)
- cognitive play and activities – shape sorting box will develop concentration (1.1.2 and 3.2.2)
- social and emotional play and activities – dressing up will encourage children to play together (1.1.4 and 3.2.2)
- language and communication play and activities – large story books promote the understanding of more words (1.1.3)

Supports parents or carers

A discussion to consider what parents might do whilst their child is at an early years setting should cover the listed content.

Learners should then be introduced to the current statutory framework for early years.

4.4 Variation in early years provision

It is important that the learner is given the opportunity to gain knowledge and understanding to show that not all early years provisions are the same.

Suggested activity:

- write each of the headings, as identified in the content, on the board:
  - accessibility
  - capacity
  - facilities
  - approach
- facilitate a brief class discussion about the meaning of each word in the context of early years provision
- in pairs, learners should identify how provision may vary between settings
- a whole class feedback and discussion will reinforce learning and understanding

Note: refer back to the listed content to ensure all areas are covered.

This can lead to a discussion around the needs of children and families and how provision may vary to ensure the needs are met. This will widen the learner's awareness of accessibility and opportunities, raising issues around financial implications, as well as availability in different areas and how this may impact on children and their families.

Resources:

- large paper
- marker pens
- IT access to carry out research

4. Teaching guidance – early years provision

External visits/guest speakers

Contact local early years practitioners to discuss their setting and the provision it offers. Additionally, professionals may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

Useful websites:

- www.daynurseries.co.uk/advice/early-years-setting
- www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/typesofchildcare
- www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

5. Teaching guidance – legislation, policies and procedures in the early years

5.1 Regulatory authority

It is important that the learner is given the opportunity to gain knowledge and understanding about the role of the regulatory authority in regulating and standardising early years settings.

It would be useful to start this session by asking the learners what they know already about Ofsted, as they have probably experienced an Ofsted inspection at some point during their time in education.

Create a mind map of their experiences and/or thoughts.

The following quote is taken from gov.uk website and summarises what they do as a regulatory authority.

'Ofsted is the Office for Standards in Education, Children's Services and Skills. We inspect services providing education and skills for learners of all ages. We also inspect and regulate services that care for children and young people.'

Source: www.gov.uk/government/organisations/ofsted/about

Suggested activity:

- in small groups, discuss why it is important to have a regulatory authority in relation to early years provision
- be prepared to feedback your ideas to the rest of the class
- facilitate a whole class discussion

Note: refer back to the listed content to ensure full coverage of this section

Suggested activity:

To give learners a further understanding of Ofsted's role, it would be useful to view an inspection report from an early years setting, this can be done as a whole class or in pairs.

- in pairs, carry out research to find an inspection report of a local early years setting:
  - o   go to: www.reports.ofsted.gov.uk
  - o   enter a local postcode
  - o   choose category 'childcare and early education'
  - o   choose sub-category 'pre-school/day nursery/out-of-school care'
  - o   chose a setting from the list
  - o   choose an inspection report
  - o   look through the report and find what is 'good' or 'outstanding' about the setting

Note: this activity is a way for learners to visualise what Ofsted are reporting on when they are at a setting, this will further consolidate their understanding of the term 'regulation' and 'standardised'.

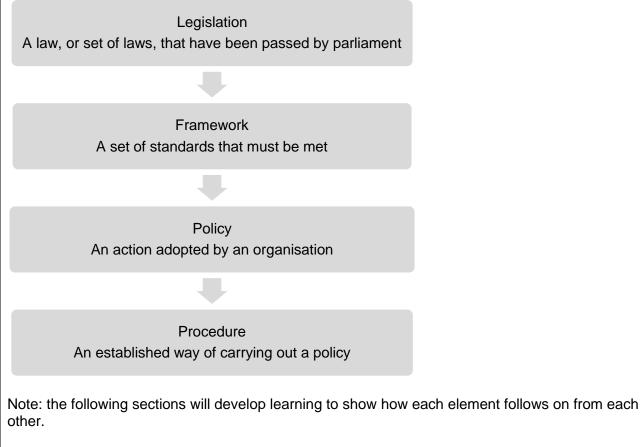| 5. Teaching guidance – legislation, policies and procedures in the early years |
| --- |

5.2 Legislation and frameworks which underpin policy and procedure
5.2.1 Legislation, framework, policy and procedure definitions

It is important that the learner is given the opportunity to gain knowledge and understanding about legislation, frameworks, policy and procedures.

Begin this section by asking learners to discuss the definitions and differences between the following terms:

- legislation
- framework
- policy
- procedure

It may be useful to reinforce understanding with the use of a flowchart or diagram.

Legislation
A law, or set of laws, that have been passed by parliament

↓

Framework
A set of standards that must be met

↓

Policy
An action adopted by an organisation

↓

Procedure
An established way of carrying out a policy

Note: the following sections will develop learning to show how each element follows on from each other.

5.2.2 Legislation

It is important that the learner is given the opportunity to gain knowledge and understanding about the role of legislation in governing early years settings. They will also gain knowledge and understanding of the relationship between legislation, frameworks, policies and procedures.

5. Teaching guidance – legislation, policies and procedures in the early years

It would be useful to start this section by asking learners to name any pieces of legislation that they know. Answers should be written on the board and any amendments can be made to titles and/or dates. This short activity will ensure learners are aware of what is meant by the term 'legislation'.

Suggested activity:

- in small groups, you will create a brief information poster about one of the following:
  - Health and Safety at Work etc Act 1974
  - United Nations Convention on the Rights of the Child (UNCRC) 1989
  - Equality Act 2010
  - Data Protection Act 2018
  - early years foundation stage (EYFS) statutory framework
- use textbooks or the internet to carry out your research
- your poster must contain key facts about the piece of legislation or framework

Learners may need more than one session to complete this work. Posters can be shared or displayed once they are complete.

Note: ensure the listed content is covered, this can be done through discussions of each poster and then filling in any gaps.

5.2.3 Health and safety procedure

It is important that the learner is given the opportunity to gain knowledge and understanding about the role of the practitioner in maintaining health and safety in the setting in line with the policies and procedures and should link back to 5.2.2.

A useful way to start this session would be to source a picture of a room that is full of hazards, and the learner can then identify what may be dangerous for young children. This will then lead on to the role of the practitioner in keeping children safe.

Note: if you search for 'hazards in a room for children' and select the 'images' option, you will have several useful images to choose from.

Suggested discussion starters

Small group discussions could be had for each bullet point, they can then be fed back in a whole class discussion.

- carry out risk assessments:
  - link this back to the picture of the hazards in a room
- complete security checks during arrivals and departures:
  - ask the learners to consider why and how?
- make sure equipment is safe to use:
  - consider what may happen if this is not done
- follow the setting's procedures for first aid:
  - what might happen if you did not do this?
- ensure correct and hygienic handwashing, nappy changing and toileting routines are followed:

5. Teaching guidance – legislation, policies and procedures in the early years

- o whilst this discussion might include references to COVID 19, it is important that learners are aware of the role of the practitioner in supporting hygienic routines at all times
- safe disposal of bodily fluids and waste:
  - o what does this mean and how would it be done?
- report infectious diseases:
  - o why and how?
- reports incidents and accidents:
  - o why and how?
- follow emergency and fire evacuation procedures:
  - o what might happen if the practitioner did not do this?
- carry out manual handling safely:
  - o what is manual handling? why must it be done correctly?
- use of personal protective equipment (PPE):
  - o what is this and when should it be used in the setting?
- ensure food hygiene is maintained:
  - o what might happen if food hygiene standards were poor?
- respond to dietary needs and requirements:
  - o what does this mean? what would happen if you did not do this?
- follow off-site activities procedures:
  - o what is an off-site activity? why do they have separate procedures?

Note: during the whole class discussions, learners must focus on the role of the practitioner in maintaining health and safety in the setting, and the importance of following policies and procedures.

5.2.4 Equality and inclusion procedure

It is important that the learner is given the opportunity to gain knowledge and understanding about the terms 'equality', 'diversity' and 'inclusion' and the role of the practitioner in supporting these in line with policies and procedures and should link back to 5.2.2.

Suggested activity:

- write each of the terms, 'equality', 'diversity' and 'inclusion' on a large piece of paper (one on each)
- in small groups, learners should add words or phrases that explain each of the terms
- pass the sheets around the room after a given time
- once each group has added their thoughts to all 3 sheets, stick them up at the front of the class
- facilitate a discussion for each term asking learners to expand on their contributions to each sheet

Note: sheets can be duplicated with each of the terms written on 2 sheets if the class size dictates this.

Suggested follow-on activity:

- leave the large sheets up on the board
- break down each element of the listed content, and ask learners how the practitioner can achieve each point and why this is important
- learners can discuss their thoughts in pairs and then feedback in a whole class discussion

5. Teaching guidance – legislation, policies and procedures in the early years

- learners can refer back to the large sheets from the first activity to support their discussions

Note: during the whole class discussions, learners must focus on the role of the practitioner in supporting equality, diversity and inclusion and the importance of following procedures.

5.2.5 Safeguarding procedure

It is important that the learner is given the opportunity to gain knowledge and understanding about the term 'safeguarding', and the role of the practitioner in dealing with suspected abuse in line with the setting's policies and procedures and should link back to 5.2.2.

Note: this can be a sensitive topic, and it is important to be mindful of learners' reactions to any discussion topics. It would be useful to begin this section with a discussion about the difference between 'safeguarding' and 'health and safety'; whilst both involve keeping children safe, learners should be aware of the key aspects of safeguarding children.

Suggested activity:

- explain that there are categories of abuse and ask learners if they know what the 4 categories are
- for each category, add the brief explanation as listed in the content
- for each category, explain the indicators of abuse as listed in the content
- ensure discussions focus on the role of the practitioner in knowing the different categories and indicators
- ask learners to consider how practitioners should respond to suspected abuse
- use the listed content to focus learners on how children will be safeguarded when in an early years setting

This section can be finished off with a look at some actual nursery safeguarding policies and procedures. This will focus learners on the role of the practitioner and the responsibilities of the setting to safeguard all children in their care.

5.2.6 Confidentiality procedure

It is important that the learner is given the opportunity to gain knowledge and understanding about the term 'confidentiality' and the role of the practitioner in maintaining confidentiality in line with the setting's policies and procedures and should link back to 5.2.2.

It may be useful to begin this section by asking learners to tell a partner about a time when someone had shared a piece of information they had been asked not to, and how this made everyone involved feel.

Learners could then be asked if they would like to share their discussion with the rest of the class.

Facilitate a discussion about the term 'confidentiality' including what it means and what might happen if it is broken.

5. Teaching guidance – legislation, policies and procedures in the early years

Suggested activity:

- you are working in a day nursery, and you have been asked to create a poster to show new parents how the setting maintains confidentiality, you should consider:
  - how confidentiality can be maintained
  - why confidentiality must be maintained
  - the role of the early years practitioner in maintaining confidentiality
- be prepared to present your poster to the rest of the class

The whole class discussion and feedback will reinforce the understanding of confidentiality. All areas of the listed content must be covered so this discussion must ensure all points are addressed.

Following on from this activity, it is important to look at the implications of breaches in confidentiality as listed in the content.

Resources

- large paper
- marker pens
- images of a hazardous room
- IT access to carry out research

External visits/guest speakers

The learner may benefit from listening to an early years practitioner discuss how they are working to follow the policies and procedures of the setting. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

Useful websites:

- www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
- www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf
- www.goodtoknow.co.uk/family/11-baby-hazards-picture-100002
- www.cdn-busybees.ams3.digitaloceanspaces.com/downloads/Operational-Policy-Safeguarding-2020.pdf
- www.trulyscrumptiousnursery.co.uk/policies-procedures/safeguarding-children-policy/

6. Teaching guidance – expectations of the early years practitioner

It is important that the learner is given the opportunity to gain knowledge and practical experience of the expectations of a childcare practitioner in relation to their own appearance, behaviour, timekeeping and attendance when working in an early years setting.

Begin this section by facilitating a discussion, based upon their previous knowledge around the different types of early year's provision across the range of settings (4.1–4.4). In small groups, learners could consider this with regards to appearance, behaviour, timekeeping and attendance. This would help them to identify and appreciate the specific skills and behaviour that contribute to professional practice.

6.1 Appearance

It would be useful to begin this section by asking learners to discuss why appearance is important when working in an early years setting.

The learner can then discuss why it is important to wear smart but casual clothes when working with young children, and not to wear their favourite outfit or expensive items. Introduce the importance of wearing a uniform, such as tabards or polo shirts, and what the advantages of this may be.

Suggested activity:

- create a chart or table to show acceptable and unacceptable appearance in an early years setting
- for each entry, explain why it is or is not acceptable in an early years setting

For example:

Acceptable appearance	Unacceptable appearance
Tied back hair – Because it is safe and hygienic	Dirty hair – Because it gives a bad impression
Short nails – So that you do not accidently hurt children	Dirty nails – Very unhygienic

Note: you could provide learners with the listed content and ask them to show how each one demonstrates acceptable appearance and then consider why it would be unacceptable to not do this.

For example:

- removing piercing shows respect for policies and procedures of the setting:
  o refusing to remove the piercing is unprofessional and they could injure the child or cause the learner harm if accidentally pulled

Refer back to 5.2.1 to link expected appearance of the early years practitioners to policies and procedures of the setting.

6. Teaching guidance – expectations of the early years practitioner

6.2 Behaviour

Begin this section by discussing how children learn from watching others and link this to the expected behaviour of early years practitioners.

Suggested activity:

- on a large piece of paper write the words 'expected behaviour' inside a big bubble
- in small groups, identify examples of expected behaviour of an early years practitioner, when in the setting. For example:
  o patient
  o good communication
  o respectful
- during the whole class feedback and discussion, be prepared to explain your examples

Note: ensure the listed content is covered in the discussion; verbal and non-verbal communication is covered in more depth in the following activity.

Once the whole class discussion is finished, ask learners about their understanding of the terms 'verbal communication' and 'non-verbal communication'.

Suggested activity:

- in pairs, you will communicate the following information to your partner using verbal communication:
  o what you had for dinner yesterday
  o your favourite song
  o your favourite place to go out for the day
- once you have both completed this, you will be given a piece of paper which will give you an emotion or an action
- you must get your partner to try and guess what is on the paper, but you must not use any words or noises
- consider how difficult was it to get your point across when using only non-verbal communication

Suggested emotions/feelings or actions:

- angry
- sad
- confused
- happy
- ill
- jumping
- pouring
- stirring

Once this activity is finished, facilitate a discussion about the importance of effective verbal and non-verbal communication with the child, parent or team members. Ensure that the learners fully understand the term 'active listening' in relation to non-verbal communication.

6. Teaching guidance – expectations of the early years practitioner

6.3 Attendance and timekeeping

Begin this section by asking learners to tell a partner about their own attendance and punctuality at school or college.

Suggested activity:

- in small groups, discuss the impact of attendance, punctuality and timekeeping of the early years practitioner
- consider both the positive and negative impacts
- discuss the impact on the:
  - o setting
  - o child
  - o parents or carers
  - o rest of the team
- be prepared to discuss your answers with the rest of the class

Ensure the class discussion covers the listed content. Further discussions can be had to identify ways to maintain expected attendance and ways to maintain expected timekeeping as identified in the listed content.

Resources:

- large paper
- marker pens
- emotions or actions, written on slips of paper

External visits/guest speakers

The learner may benefit from listening to early years practitioners discussing how important attendance and punctuality are when working in an early years setting. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

Useful websites:

- www.skillsforschools.org.uk/roles-in-schools/early-years-practitioner/
- www.earlyyearscareers.com/eyc/latest-news/effective-time-management-in-the-early-years/
- www.earlyyearscareers.com/eyc/latest-news/the-importance-of-a-professional-early-years-practitioner/

---

7. Teaching guidance – roles and responsibilities within early years settings

7.1 Early years practitioner roles

It is important that the learner is given the opportunity to understand the different roles and responsibilities of those working with children in early years settings.

It would be useful to start this session with a recap of the types of early years settings. Learners can be directed back to section 4.3 to review their notes before taking part in the suggested activities.

Facilitate a whole class discussion to identify the possible roles when working in early years settings. It may be useful for learners to think about job titles when considering the roles.

Suggested activity:

- in small groups, identify the responsibilities of everyone working in an early years setting, whilst considering:
  o keeping children safe
  o supporting healthy development
  o promoting development
  o working in partnership

Facilitate a whole class discussion and ensure all areas of the listed content are covered.

7.2 Partnership working in the early years
7.2.1 How partnership working benefits the child, family and early years practitioner

It is important that the learner is given the opportunity to understand the term 'partnership working' and how it benefits the child, family and early years practitioner.

Begin this section by giving learners 5 minutes to write down their own definition of the term 'partnership working' and ask them to include a brief explanation of the term.

Once time is up, ask the learners to discuss their answer with a partner. Facilitate a whole class discussion to consolidate a definition and explanation.

Suggested activity:

- place learners in small groups
- give each group 3 large pieces of paper with the headings, 'child', 'family' and 'early years practitioner' (one on each)
- ask learners to describe the benefits of partnership working for each heading
- once completed, learners should be prepared to share their ideas with the rest of the group

Once the activity is finished, the sheets can be stuck to the walls or passed around the class and learners can take notes for this section. Ensure the listed content is fully covered through group discussions.

---

7. Teaching guidance – roles and responsibilities within early years settings

7.3 Specialist roles within the early years settings and 7.4 Specialist roles outside the early years setting

It is important that the learner is given the opportunity to understand the different specialist roles of individuals working in early years settings and different professionals outside of the setting.

Suggested activity:

- in pairs, decide whether the following roles are carried out by someone from inside the setting or by a professional from outside the setting:
  - special educational needs and disabilities coordinator (SENDCo)
  - family support worker
  - health visitor
  - physical activity and nutrition coordinator (PANCo)
  - GP
  - physiotherapist
  - designated safeguarding lead (DSL)
  - paediatrician
  - social worker
  - key person
  - educational psychologist
- once roles have been correctly identified through a class discussion, learners could carry out brief research to identify the purpose of each role
- learners could then create a booklet to briefly explain each role
- booklets can be shared or displayed, and any gaps in the listed content can be discussed

Note: it would be useful to refer back to all previous content areas to further consolidate and reinforce learning in this content area:

1. Child development
2. Factors that influence the child's development
3. Care routines, play and activities to support the child
4. Early years provision
5. Regulation, policies and procedures in the early years
6. Expectations of the early years practitioner

Resources

- large paper
- marker pens
- notes from previous content areas

7. Teaching guidance – roles and responsibilities within early years settings
External visits/guest speakers The learner may benefit from listening to a variety of professionals working with children in early years settings. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms. **Useful websites:**   - www.earlyyearscareers.com/eyc/latest-news/the-importance-of-a-professional-early-years-practitioner/   - www.pacey.org.uk/partners/   - www.earlyyearscareers.com/eyc/latest-news/the-role-of-the-key-person/

8. Teaching guidance – the importance of observations in early years childcare

8.1 Observation and recording methods

It is important that the learner is given the opportunity to develop knowledge and understanding of different observation and recording methods used in an early years setting.

You could start this section by asking learners to discuss how observant they think they are.

It may be useful to show the learners a short YouTube clip, or similar video sharing site, and ask them to write down what they see. If you search for 'children playing in a nursery' or a similar term you will be able to choose a suitable short clip. The following activity could then be carried out:

Suggested activity:

- first showing of the video clip:
  - learners write down everything they see and hear
- whole class discussion to identify what was going on
- second showing of the same clip:
  - learners write down any examples of specific areas of development (for example, physical or communication and language (decide on this according to the video clip used))
- whole class discussion to identify specific areas of development
- third showing of the same clip:
  - learners just watch the video clip
- whole class discussion on anything that was not seen on previous viewings and what it is like to try and observe children

Note: this activity is just an introduction to observing children, but it could highlight how it is a skill that can be developed over time.

8.1.1 How observations support child development

It is important that the learner is given the opportunity to understand how observations support child development and inform assessments.

Discuss the difference between formative and summative assessment and identify the purpose of both types of assessment.

Suggested activity:

- in small groups identify the role of both formative and summative assessment in supporting a child's development

Facilitate a whole class discussion and ensure the listed content is covered.

8.1.2 Objective and subjective observation

It is important that the learner is given the opportunity to develop an understanding of the terms 'objective' and 'subjective' in relation to observations.

8. Teaching guidance – the importance of observations in early years childcare

Discuss what is meant by subjective and objective in relation to observing children, ensure the listed content is covered.

Suggested activity

Identify whether the following statements are subjective or objective:

- Nelson is being difficult with his drink and snack
- Li likes building towers with wooden bricks
- Marcus hid his face against his father's leg and would not speak
- Jasmine and Katie were playing on the floor with a box of toys, Tom pointed to a circle they had made and said 'that looks like a pond'
- Megan hates being pushed on the swing
- Malik was sharing a table with 3 other children, while the others were drawing, he was yawning and making noises

Learners could work in pairs and then be asked to discuss with the whole class why they thought the statement was subjective or objective. Learners could then be asked to change the subjective statements into objective statements.

Using examples of both an objective observation and a subjective statement/observation will allow learners to identify the differences.

Follow this with a discussion on the importance of being objective whilst observing children's development and include reference to the implications, on the child, their family and others, on being subjective.

8.1.3 Components of recording observations

It is important that the learner is given the opportunity to understand the different components of recording observations.

Suggested activity:

- in pairs, explain what you think is meant by the following components of an observation:
  o   aim
  o   recording
  o   evaluation
  o   planning

Facilitate a whole class discussion and ensure all the listed content is covered.

8.1.4 Different methods of observation

It is important that the learner is given the opportunity to understand a range of different methods of observation that are used to record the child's development.

Learners could first offer ideas on ways in which to observe and record children's development. This could be done through using post it notes that could then be displayed on the board; they can then be

8. Teaching guidance – the importance of observations in early years childcare

used as a point of reference during a short discussion on the different methods for observing aspects of children's development.

Suggested activity:

- in small groups, describe what is meant by each of the following observation methods and give examples, where possible:
  - media methods
  - learning journal
  - post-it notes
  - narrative/free description/written account
  - checklist

Facilitate a whole class discussion and ensure the listed content is covered.

To allow an opportunity for deeper understanding, learners could research the advantages and disadvantages of each method in terms of observing particular aspects of children's development.

8.1.5 Sharing observations

It is important that the learner is given the opportunity to understand the benefits of sharing observations of a child with parents/carers, other professionals and team members.

Suggested activity:

- in pairs, discuss the benefits of sharing observations with others
- be prepared to share your ideas with the whole of the class and give examples to back up your discussion

Facilitate a whole class discussion and ensure the listed content is covered.

Note: it would be useful to refer back to 5.2.6 and reinforce prior learning and understanding of confidentiality policies and procedures.

Resources

- relevant video clip
- paper
- pens
- IT access for research

External visits/guest speakers

The learner may benefit from listening to early years practitioners discussing how they select and use different observation methods. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

8. Teaching guidance – the importance of observations in early years childcare
Useful websites: • www.webanywhere.co.uk/blog/2019/05/different-types-observation-methods-early-years/ • www.teachearlyyears.com/nursery-management/view/making-observations • www.nurseryworld.co.uk/news/article/observing-children • www.newchildcare.co.uk/techni.html • www.earlyyearscareers.com/eyc/learning-and-development/observing-and-assessing-childrens-development/

9. Teaching guidance – planning in early years childcare

It is important that the learner is given the opportunity to understand the purpose of the planning cycle and the relevance of the term 'child-centred approach'.

9.1 The purpose of a child-centred approach

Discuss the term 'child-centred approach' with a brief look at content 7.1. The purpose of a child-centred approach should be made clear in relation to the current statutory framework in terms of keeping the child in focus when making decisions regarding their learning and development.

Suggested activity:

- create a mind map on the board with the term 'child-centred approach' in the middle
- ask learners to suggest ways in which the early years practitioner puts the child at the centre of everything they do
- consider how an early years practitioner focuses on the needs and interests of the child

Suggested follow on activity:

- in pairs or small groups, choose one of the identified points on the board
- explain how the early years practitioner could achieve the point, for example:
  o follows a child's interest
  o if an early years practitioner observes that the children are interested in worms and spiders, they could plan an activity for the children to make a bug hotel

Note: to lead into the next section, it would be useful to use the terms 'plan' and 'planning' when considering the role of the practitioner.

9.2 The purpose of the planning cycle and 9.3 The planning cycle

Ask the learners to write their own explanation of the term 'planning cycle', then facilitate a class discussion to check their understanding of its purpose.

Suggested activity:

- research images of the planning cycle
- make sure you use 'education 'or 'early years' in your search phrase
- copy 2 of the images that you find
- be prepared to provide feedback to the whole class

Once the research task is complete:

- draw a circle on the board
- write the different words that learners have found through their research around the circle
- facilitate a discussion about the relevance of the term 'cycle'

---

9. Teaching guidance – planning in early years childcare

Suggested follow on activity

- in small groups, create an image of the planning cycle using the following words:
    - observe
    - assess
    - plan
    - implement
    - review
- describe each stage of your planning cycle, and explain how this process contributes to formative and summative assessment (refer back to notes for 8.1.1)
- be prepared to feedback to the whole class

Note: ensure the discussion covers the listed content. Learners can review their notes to support each stage of the planning cycle. For example:

- observe: 8.1.1, 8.1.3
- assess: 8.1.1, 8.1.2, 8.1.3
- plan: 3.2.2
- implement: 3.2.2, 7.1
- review: 7.1, 7.2.1, 7.3, 7.4

To consolidate this learning, learners could be tasked with creating a display to show the importance of observations and the purpose of planning in early years.

Resources

- paper
- pens
- IT access for research

External visits/guest speakers

The learner may benefit from listening to an early years practitioner explain the planning cycle and how they use it in the setting. Additionally, practitioners may be contacted through a variety of methods and speak to learners via Google Hangout, Microsoft Teams or other online platforms.

Useful websites:

- www.earlyyearscareers.com/eyc/latest-news/planning-for-children-in-the-early-years-foundation-stage/
- www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/
- www.nottinghamcity.gov.uk/ehcprequestform-assessment-and-planning-cycle/
- www.essex.gov.uk/help-your-children-learn-and-play
- www.nurseryworld.co.uk/news/article/some-assessment-terms-explained
- www.early-education.org.uk/campaigns/early-years-foundation-stage-reforms-2021/
- www.nurseryworld.co.uk/features/article/child-centred-learning-centre-stage

---

Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 9 content areas. All content areas are mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; the content areas are interdependent in knowledge, skills and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and childcare sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

Section 3: additional information

School accountability measures (performance points)

This technical award has been developed to meet the criteria set by the Department for Education (DfE) to be included in the key stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website (www.register.ofqual.gov.uk/) for further information.

Discounting

If a learner is taking a GCSE and a technical award in the same year with the same discount code, such as GCSE Physical Education and the NCFE Level 1/2 Technical Award in Health and Fitness (603/7007/5), the first entry will count. For more information about discounting and discount codes, please refer to the performance tables guide on the NCFE website.

Discount codes for technical awards can be found on the NCFE website. We advise centres to refer to the discounting and early entry guidance document provided by the DfE. For more information on discounting please contact the DfE directly.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications (www.register.ofqual.gov.uk) if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment, this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- resource packs containing:
    - schemes of work
    - PowerPoint presentations
    - learner workbooks
- qualification factsheet

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your centre's safeguarding policy when developing or selecting delivery materials.

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
    - they are protected under copyright law and cannot be reproduced, copied, or manipulated in any form
    - this includes the use of any image or part of an image in individual or group projects and assessment materials
    - all images have a signed model release

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes**