

Level 2 Children's Care, Play, Learning and Development: Core Amplification of Unit Content



This document provides a range of subject material for the programme of learning to identify the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes for each unit.

This document should provide additional clarification on unit content and amplification of the assessment criteria where relevant. It should detail exactly what the learner should know, understand or be able to do to achieve the learning criteria.

Specific legislation in unit content, will be expressed as 'current legislation so that this document is 'future-proofed' against changes in the legislation.

Unit 001: Principles and Values of Children’s Care, Play, Learning and Development (0-19 years of age)

Learning outcome The learner will:	Assessment criteria The learner will be assessed on:	Amplification
1. Understand how legislation, national policies, guidance and frameworks support children’s care, play, learning and development.	1.1 Legislation, national policies, guidance, standards and frameworks that underpin children’s care, play, learning and development.	The legislation, national policies, guidance, standards and frameworks include: United Nations (UN) Convention on the Rights of the Child and the seven core aims developed by Welsh Government Seven Core Aims: <ul style="list-style-type: none"> • have a flying start in life (the early years) • have a comprehensive range of education and learning opportunities • enjoy the best possible health and are free from abuse, victimisation and exploitation • have access to play, leisure, sporting and cultural activities • be listened to, treated with respect, and have their race and cultural identity recognised (participation in decision making) • have a safe home and a community which supports physical and emotional well-being • not be disadvantaged by poverty.

		<p>European Convention on Human Rights</p> <ul style="list-style-type: none"> • Human Rights Act (1998) • Equality Act (2010) • 10-year workforce development plan for early years childcare and play • Wales – A Play Friendly Country (Welsh Government 2014) • The Children`s Act 1989 and 2004 • The Well-Being of Future Generations (Wales) Act 2015 • Anti-Racist Wales Action Plan/LGBTQ+ Action plan • Additional Learning Needs and Education Tribunal (Wales) Act
	<p>1.2 The principles that underpin practice in children’s care, play, learning and development.</p>	<ul style="list-style-type: none"> • Personal and individual approach • Child’s interests are center • Positive environment • Positive relationships • Outdoor learning
	<p>1.3 Why these principles are important for children’s care, play, learning and development and how they support practice.</p>	<ul style="list-style-type: none"> • A personal and individual approach – by working on the principle that each child develops and learns at their own rate, childcare workers can best plan to meet their individual needs of each child • The child’s interests – building provision and planning around the child’s interest is thought to best meet their needs and allow them to develop skills in areas that interest them. Childcare workers can use information gathered from observations, the children and their carers to understand each child’s interests.

		<ul style="list-style-type: none"> • Positive environment – a positive nurturing environment, where children feel accepted, safe and secure will encourage them to fully engage with the provision on offer, explore further and take risks. It also helps to support holistic development and well-being • Positive relationships – help children to develop an understanding of themselves, the world and their role within it. They are the basis of future relationships and provide opportunities to build emotional intelligence • Outdoor learning – outdoor learning provides opportunities for positive risk-taking exploration, investigation, enquiry and reflection. It helps to build confidence, communication skills and supports physical growth and development
	<p>1.4 Codes of Conduct and Professional Practice, who they apply to and how they can be used.</p>	<p>The Codes of Conduct and Professional Practice should include:</p> <ul style="list-style-type: none"> • The Code of Professional Practice for Social Care • The NHS Wales Code of Conduct for Healthcare Support Workers in Wales (where relevant) • National Minimum Standards for Regulated Childcare for children up to 12 years old

<p>2. Understand how rights-based approaches relate to children's care, play, learning and development.</p>	<p>2.1 The meaning of a rights-based approach.</p>	<p>When childcare workers are working in ways that uphold and support the rights of children and young people. This includes providing opportunities for children and young people to be involved in the decision-making process for areas that affect their lives.</p>
	<p>2.2 How legislation and national policies support a rights-based approach to childcare.</p>	<p>See unit guidance/HCLW – no suggested changes</p>
	<p>2.3 What this legislation means in practice.</p>	<p>This means that childcare workers:</p> <ul style="list-style-type: none"> • Works in ways that do not discriminate any child or young person • Support inclusive practice • Challenge or report unfair practice • Maintain their duty of care at all times to ensure a child centred approach • Take a risk balanced approach when planning activities • Support children to make choices • Promote and celebrate diversity • Empower children by making them aware of their rights • Follow safe practice and maintain a safe environment for children to learn and play • Allow for periods of rest

	<p>2.4 The term advocacy and how it can support a rights-based approach</p>	<p>Advocacy involves speaking up to allow children and young people's voices to be heard. Advocacy supports and empowers children by ensuring their rights are respected and their opinions considered when facing a problem or difficult situation.</p> <p>Advocacy supports a rights-based approach by:</p> <ul style="list-style-type: none"> • Raising awareness - Advocacy efforts inform individuals, communities, policymakers, and governments about the rights children are entitled to, such as education, healthcare, protection from violence, and the right to a safe environment. • Promoting legal changes – Advocacy often aims to influence policies and laws that directly impact children and young people. This can involve advocating for the creation or change of laws to better protect children's rights or ensure their implementation. • Empowering children and young people - Advocacy empowers children to understand their rights and have a voice in decisions that affect them. It encourages their participation in discussions and processes that impact their lives, fostering a sense of agency and empowerment.
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		<ul style="list-style-type: none"> • Holding government or authorities accountable – Advocacy holds governments, organisations, and individuals accountable for respecting, protecting, and fulfilling children's rights. • Creating supportive environments - By advocating for inclusive and supportive environments, advocates help create spaces where children can thrive, ensuring access to education, healthcare, protection, and opportunities regardless of their background.
	<p>2.5 How children and their families/carers can be supported to make a complaint or express a concern about a service.</p>	<p>It is a legal requirement that all settings offering a service to children and young people have a robust complaints policy with clear procedures to ensure that children, young people and their families/carers rights are supported, and concerns heard.</p> <p>The policy also offers protection for staff by giving clear guidance on how to deal with complaints or conflict to avoid the situation escalating.</p>

<p>3. Understand how to promote equality, diversity and inclusion.</p>	<p>3.1 The terms 'equality, diversity, inclusion and discrimination'</p>	<p>Equality: refers to ensuring that all children have equal opportunities and access to resources regardless of their background, race, gender, abilities, or any other characteristic. It aims to create an environment where every child is treated fairly and has the same chance to thrive</p> <p>Diversity: recognising and celebrating differences among children, including differences in culture, language, family structure, abilities, and more. Embracing diversity in childcare settings helps create a rich learning environment where children learn to respect and appreciate various perspectives and backgrounds</p> <p>Inclusion: Inclusion goes beyond diversity; it means actively involving and welcoming all children, regardless of their differences. It involves creating an environment where every child feels valued, respected, and supported. In an inclusive childcare setting, all children should feel that they belong and can actively participate in all areas and activities within the setting</p>
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		<p>Discrimination: refers to treating individuals unfairly or unfavourably due to their differences. In childcare, discrimination can manifest in various forms, such as excluding a child based on their abilities, not providing equal opportunities, or not accommodating diverse needs</p>
	<p>3.2 Ways in which child-centred approaches promote equality, diversity and inclusion.</p>	<p>Child-centred approaches in a childcare setting are designed to foster equality, diversity, and inclusion in several ways:</p> <ul style="list-style-type: none"> • Individualised learning • Inclusive provision • Encourages expression • Fosters respect for differences • Collaborative learning • Flexible learning environment • Emphasis on social and emotional development • Facilitative approach to guiding children through activities
	<p>3.3 How cultural, religious and linguistic backgrounds of children and their families/carers can be valued.</p>	<p>See unit guidance/HCLW – no suggested changes</p>

	<p>3.4 Ways in which discrimination or practice that does not support equality, diversity and inclusion can be challenged.</p>	<p>See what is on unit guidance/HCLW – or the following could be used:</p> <p>Addressing discrimination or practices that don't support equality, diversity, and inclusion in a childcare setting requires an inclusive approach.</p> <p>Here are several ways to challenge such issues:</p> <ul style="list-style-type: none"> • Education and training – provide training to staff on diversity, inclusion, and cultural competence. This helps in understanding different perspectives and promotes empathy • Policies and procedures – develop clear policies that explicitly forbid discrimination and promote diversity and inclusion. Ensure these policies are communicated effectively to everyone involved • Promote inclusive provision – incorporate diverse books, toys, activities, and materials that represent different cultures, races, abilities, and family structures. Encourage discussions and learning about diversity • Create a safe environment – foster an environment where children and families feel safe to express themselves and their identities without fear of discrimination or judgment
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		<ul style="list-style-type: none"> • Promote equal opportunities – ensure all children have equal access to resources, activities, and opportunities, irrespective of their background, race, or abilities • Encourage parental participation – engage families in discussions about diversity and inclusion. Foster a partnership with parents to reinforce these values at home • Address bias – encourage self-reflection among staff members to identify and challenge their own biases. Provide resources or workshops to help them recognise and lessen biases • Handle incidents effectively – establish procedures for handling discrimination or exclusion incidents. Take appropriate actions swiftly, including educating the involved parties and providing support. • Lead by example – model inclusive behaviour and language, showcasing respect for all individuals regardless of their differences • Regular evaluation and feedback – continuously assess the effectiveness of your diversity and inclusion efforts. Gather feedback from children, families, and staff and make necessary adjustments • Community engagement – collaborate with community organisations, invite guest speakers, or organise events that
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		celebrate diversity to broaden perspectives
4. Understand how to use child-centred approaches.	4.1 What is meant by the term 'child-centred approaches'	See unit guidance/HCLW - no suggested changes
	4.2 The importance of child-centred approaches	See unit guidance/HCLW - no suggested changes
	4.3 What is meant by 'joint working' when working with children and their families/carers	<p>Joint working refers to collaboration and cooperation between different individuals or organisations involved in supporting children, young people and their families/carers. It emphasises the idea of working together in a clear and consistent manner to provide effective support.</p> <p>When supporting children, young people and their families, joint working can involve working with professionals from various fields such as education, healthcare, social services, and other related sectors. These professionals come together to share information, resources, expertise, and strategies to address the diverse needs of the child and their family.</p> <p>The primary goal of joint working is to ensure that all aspects of a child's well-being—be it educational, emotional, social, or physical—are considered and supported holistically. It often involves regular communication, joint assessments, collaborative planning, and implementation of interventions or support services that are tailored to the specific needs of the child and their family.</p>

	4.4 What is meant by 'voice, choice and control'	See unit guidance/HCLW – no suggested changes
	4.5 The importance of knowing a child's preferences and background (the unique mix of a child's experience, history, culture, beliefs, preferences, family relationships, informal networks and community)	See unit guidance/HCLW – no suggested changes
	4.6 Ways of working to establish the wishes, preferences and backgrounds of children	See unit guidance/HCLW – no suggested changes
	4.7 What is meant by the term 'treating children with dignity and respect' and why this is central to the role of early years and childcare worker	<p>Treating children with dignity and respect in the context of early years and childcare means valuing children as individuals with their own thoughts, feelings, and rights. It involves acknowledging their perspectives, listening to their opinions, and considering their emotions and needs seriously. This approach recognises children as capable individuals who deserve to be treated with kindness, fairness, and empathy.</p> <p>In the role of a childcare worker, this approach is central for several reasons:</p> <ul style="list-style-type: none"> • Establishing trust - when children feel respected, they build trust in their caregivers. This trust forms the basis of a positive relationship, creating a safe environment for learning and development

		<ul style="list-style-type: none"> • Emotional development - respectful treatment helps children develop a healthy sense of self-worth and confidence. When they are respected, they learn to respect themselves and others • Encourages independence - respecting children's choices and opinions encourages them to develop autonomy and decision-making skills. This empowers them to become independent learners • Supports open communication - children are more likely to communicate openly when they feel respected and valued. This open communication allows caregivers to better understand their needs and provide appropriate support • Promotes positive behaviour - respectful treatment sets an example for children, teaching them how to interact respectfully with others. It promotes positive behaviour and social skills • Creates inclusive environments - respecting diversity and individual differences among children helps create inclusive environments where everyone feels accepted and valued
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	4.8 Ways of working that support child-centred approaches	See unit guidance/HCLW – no suggested changes
	4.9 The terms ‘ activities and experiences ’	‘Activities and experiences’ refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as outdoor play, free play, role play, mark making, playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.
	4.10 How child-centred approaches are used to support activities and experiences and inclusion	<p>Child-centred approaches are helpful when supporting activities, experiences, and inclusion in a variety of settings, such as childcare, education, voluntary clubs or community programs.</p> <p>Here are some examples of how they contribute to inclusion:</p> <ul style="list-style-type: none"> • Planning based on needs and interests of child - child-centred approaches acknowledge each child's unique abilities, interests, and learning styles. By tailoring activities and experiences to accommodate diverse needs, they create an inclusive environment where every child feels valued and supported • Encourages independence - these approaches empower children to make choices and take an active role in their learning and activities. By allowing them to express preferences and opinions, children feel respected and included in decision-making processes

		<ul style="list-style-type: none"> • Flexible provision - child-centred approaches promote flexible and adaptable provision. They allow childcare workers to modify activities based on the children's input and developmental levels, ensuring that all children can participate and benefit from the experiences • Encourages collaboration and communication - these approaches encourage collaboration among children of different abilities, backgrounds, and interests. By encouraging communication and teamwork, they create an inclusive environment where children learn to appreciate and respect each other's differences • Emotional support and well-being - child-centred approaches prioritise emotional well-being and create a safe and supportive space for children and young people. This is essential for inclusion, as it allows children to feel comfortable expressing themselves and builds a sense of belonging • Respecting diversity - Inclusion is about celebrating diversity. Child-centred approaches promote an understanding and appreciation of different cultures, languages, and abilities, fostering an environment where all children feel represented and respected
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		<ul style="list-style-type: none"> • Supports self-expression - These approaches encourage self-expression through various mediums such as art, play, storytelling, or other creative activities. This allows children to showcase their unique talents and perspectives, contributing to a rich and inclusive learning environment
	4.11 Why it is important to support engagement in activities and experiences that are meaningful and enjoyable	See unit guidance/HCLW - no suggested changes
	4.12 What is meant by 'parental responsibility'	See unit guidance/HCLW - no suggested changes
	4.13 Establishing consent with families/carers and when this would be needed	See unit guidance/HCLW - no suggested changes

	4.14 What is meant by establishing consent with a child when providing care or support and why this is important?	Establishing consent with a child when providing care or support means ensuring that the child understands what will happen, agrees to it willingly, and feels comfortable with the assistance or care being offered. It involves explaining things in a way that the child can understand, respecting their boundaries, and allowing them to express their preferences or concerns.
5. Understand how positive risk-taking supports positive outcomes for children.	5.1 The importance of being able to take risks with consideration of the well-being of children	See unit guidance/HCLW – no suggested changes
	5.2 The rights of children to make choices and take risks	<p>Children have rights that include their ability to make choices, but these rights must be balanced with their safety and well-being. The United Nations Convention on the Rights of the Child (UNCRC) acknowledges the importance of a child's right to express their views and have them considered in matters that affect them, in accordance with their age and maturity.</p> <p>It is essential to recognise that children's capacity to make decisions varies with age, maturity, and individual development. Encouraging independence and decision-making skills is important for their growth and development, but it's equally important to provide guidance, supervision, and support to ensure their safety and well-being.</p>

		<p>Children learn through taking risks and exploring their environment and allowing them certain freedoms to do so can be beneficial for their development. However, these risks need to be managed and age appropriate. Childcare workers play a role in helping children understand and navigate risks by providing guidance, setting boundaries, and teaching them how to make informed choices</p> <p>Ultimately, balancing a child's right to make choices and take risks with their safety involves a delicate approach that considers the child's age, maturity, and the potential consequences of their actions.</p>
	<p>5.3 Actions needed when supporting children to take risks, taking into consideration their age, stage of development, the environment and life experiences including parental involvement and responsibility</p>	<p>Risk: When discussing risk-taking the types of risk to be supported could include:</p> <ul style="list-style-type: none"> • physical risks • emotional risks • behavioural risks • environmental risks.

	5.4 The term 'risk benefit assessment'	See unit guidance/HCLW – no suggested changes
	5.5 What is meant by 'positive outcomes'	<p>Positive outcomes when working with children and young people refers to the positive and desirable results or effects that are aimed for in the upbringing, care, and education of children. It is important to note that positive outcomes will mean something different to each child and young person.</p> <p>These outcomes relate to various aspects of a child's development, including:</p> <ul style="list-style-type: none"> • Physical health, well-being - ensuring children are healthy, well-nourished, and have access to proper healthcare to develop lifelong health habits • Intellectual and cognitive - supporting learning, intellectual growth, and the acquisition of skills necessary for academic success and future opportunities • Emotional well-being - fostering a secure and nurturing environment that promotes emotional resilience, confidence, and a positive self-image to future proof or reduce the risk of mental health problems in later life • Social skills - encouraging positive interactions with peers and adults, teaching empathy, cooperation, and communication skills to develop skills to live and work as part of a community

		<ul style="list-style-type: none"> Personal behaviours - encouraging positive behaviours and appropriate responses to different situations, teaching problem-solving and conflict resolution skills
6. Understand well-being in the context of children's care, play, learning and development.	6.1 The term 'well-being'	See unit guidance/HCLW - no suggested changes
	6.2 Why well-being is important	<p>Well-being is important for children and young people as it significantly impacts their overall growth and development. Here are some examples of why it is important:</p> <ul style="list-style-type: none"> Physical health - well-being supports physical health, ensuring they have the energy and stamina to engage in activities, play, and learning. It helps in the development of strong bones, muscles, and a healthy immune system Mental health - a positive sense of well-being contributes to good mental health. It helps in managing stress, anxiety, and emotional challenges, fostering resilience and the ability to cope with difficulties Learning and development - children and young people in a state of well-being are better able to concentrate, learn, and retain information. It promotes cognitive development, creativity, and problem-solving abilities

		<ul style="list-style-type: none">• Social skills - well-being supports the development of social skills and forming healthy relationships. It enables children and young people to communicate effectively, empathise, and collaborate with others, fostering a sense of belonging• Emotional regulation - when children and young people have positive well-being, they are more likely to regulate their emotions, leading to better decision-making and problem-solving skills.• Self-esteem and confidence - It contributes to a positive self-image, self-esteem, and confidence, which are vital for their sense of identity and ability to navigate challenges• Positive outcomes - children and young people with a strong foundation in well-being are more likely to have better long-term outcomes, including improved academic achievements, better employment prospects, and healthier lifestyles.
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	<p>6.3 Factors that affect the well-being of children and their families/carers</p>	<p>Great information on HCLW – in addition to what is already there, the following could be added/swapped:</p> <ul style="list-style-type: none"> • Family dynamics - the relationships within the family, parenting styles, and the presence of conflicts or support among family members greatly influence a child's well-being • Physical and mental health - the health of both children and their caregivers is crucial. Illness, disabilities, mental health conditions, and access to healthcare services all play a role • Community and social support - the community environment, availability of social services, support networks, and access to community activities impact the overall well-being of children and families • Trauma and Adverse Childhood Experiences (ACE's) - exposure to trauma, abuse, neglect, or adverse experiences during childhood can have long-term effects on mental health and well-being • Technology and media influence - exposure to technology and media can impact a child's development positively or negatively, depending on content, duration, and parental guidance • Access to basic needs - availability of food, shelter, clean water, and safety are fundamental for a child's physical and emotional well-being
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	6.4	The importance of families/carers and 'significant others' in the well-being of children	See unit guidance/HCLW – no suggested changes
	6.5	Ways of working that support wellbeing and inclusion.	See unit guidance/HCLW – no suggested changes

7. Understand how to develop positive relationships in the context of 'professional boundaries'.	7.1	What is meant by 'relationship-centred working'	<p>Relationship-centred working in childcare refers to an approach that prioritises building strong, positive relationships between caregivers, children, families, and the wider community. It recognises that relationships play a crucial role in a child's development and well-being.</p> <p>This approach focuses on creating an environment where relationships are nurtured, respected, and valued as fundamental to a child's growth and learning. In childcare, relationship-centred working involves:</p> <ul style="list-style-type: none"> • Building trust - creating a trusting and secure environment where children feel emotionally safe and supported • Collaboration - encouraging collaboration and communication among caregivers, families, and the community to support the child's holistic development

		<ul style="list-style-type: none"> • Respect and empathy - valuing each child's individuality, respecting their perspectives, and showing empathy towards their feelings and needs • Positive interactions - encouraging positive interactions between caregivers and children, encouraging a sense of belonging and attachment • Supporting families - recognising the importance of involving families in a child's care and development, providing support, and understanding their unique circumstances • Consistency and continuity - creating consistent and stable relationships to provide continuity of care, which is vital for a child's emotional and cognitive development
	7.2 The importance of developing a positive relationship with children and their families/carers and professionals and how these relate to professional boundaries	See unit guidance/HCLW – no suggested changes
	7.3 Unacceptable practices in relationships with children, their families/carers and professionals.	See unit guidance/HCLW – no suggested changes
8. Understand the importance of effective communication in children's care, play, learning and development.	8.1 What is meant by 'effective communication'	See unit guidance/HCLW – no suggested changes

	8.2 Key features of effective communication	See unit guidance/HCLW – no suggested changes
	8.3 The skills that are needed to communicate effectively	See unit guidance/HCLW – no suggested changes
	8.4 Why effective communication is important for the well-being of children and positive relationships with families/carers and others	See unit guidance/HCLW – no suggested changes
	8.5 How to find out a child’s and their families /carers communication and language needs, wishes and preferences	<p>Understanding a child's and their family's communication and language needs, wishes, and preferences is essential for effective interaction and support. Here are some ways to explore and identify a child or family's needs, wishes and preferences:</p> <ul style="list-style-type: none"> • Direct communication - engage in open conversations with the child and their family. Ask about their preferred communication methods, language(s) spoken at home, and any specific communication challenges or preferences they may have • Observation - observe the child and their family during interactions. Notice their communication styles, non-verbal cues, and any patterns that indicate their preferences or needs

		<ul style="list-style-type: none"> • Collaboration with other professionals - work with educators, speech therapists, or specialists involved with the child to gather insights. These professionals often have valuable information regarding communication challenges or strategies that work well for the child • Questionnaires or surveys - develop or use existing questionnaires tailored to understand communication needs. These could include questions about language preferences, comfort levels, or specific communication methods the child and their family prefer • Cultural sensitivity - be mindful of cultural differences that may influence communication styles or language preferences within the family. Respect and accommodate these differences accordingly • Flexibility and adaptability - remain flexible in your approach. Communication needs and preferences can evolve over time, so regularly check in and adapt your communication strategies as necessary • Creating a supportive environment - support an environment where the child and their family feel comfortable expressing their communication needs and preferences without hesitation • Create a feedback loop - encourage feedback and ongoing communication.
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		<ul style="list-style-type: none"> Regularly check in with the child and their family to ensure that their needs and preferences are being met and address any changes or new requirements
	8.6 How the stage of development of a child will impact upon their communication skills	<p>See unit guidance/HCLW - no suggested changes</p> <p>Also refer learner to development section in 002 on HCLW</p>
	8.7 Specific conditions that may affect communication and language	<p>In addition to what is on HCLW</p> <ul style="list-style-type: none"> Speech disorders - conditions like stuttering, apraxia, or dysarthria can hinder the fluency, articulation, or coordination of speech, making it challenging to communicate effectively Selective mutism - children with selective mutism can speak normally in certain familiar situations but struggle or refuse to speak in others, causing difficulties in communication Developmental delays - delays in overall development can affect language acquisition. Conditions like Down syndrome or cerebral palsy might result in delayed speech and language skills

	<p>8.8 The ways in which children may use play and behaviour to communicate</p>	<p>Children often use play and behaviour as a form of communication, especially when they might not have developed strong verbal skills yet.</p> <p>Here are some ways they do this:</p> <p>Play</p> <ul style="list-style-type: none"> • Role play - children often act out scenarios to express their thoughts and feelings. For example, pretending to be a doctor might indicate an interest in helping or caring for others • Symbolic play - using objects or toys to represent something else. A child might use a block as a phone, suggesting a desire for communication or connection • Expressive play - playing with enthusiasm or aggression can sometimes reflect emotions they find hard to express verbally • Play themes - consistent themes in play, like repetitive actions or specific storylines, might reflect their thoughts or experiences <p>Behaviour</p> <ul style="list-style-type: none"> • Body language - young children may not articulate their feelings but could show through gestures, facial expressions, or posture. For instance, withdrawing or hiding may indicate shyness or discomfort • Repetitive behaviours - Doing the same thing repeatedly might signal a need for attention or a way to self-soothe
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		<ul style="list-style-type: none"> • Aggression or withdrawal - Expressing frustration or stress through behaviour like hitting, biting, or withdrawing from interactions • Connection seeking - Some behaviours may be a way to seek attention or validation when feeling overlooked <p>A child's communication through play and behaviour can change based on various factors like their age, environment, and individual personality. What's important is observing patterns and considering context to better understand what they might be trying to express. It's also crucial to encourage open communication and provide a supportive environment where they feel safe expressing themselves in various ways.</p>
	8.9 Barriers to effective communication	See unit guidance/HCLW – no suggested changes

	8.10 Ways to address barriers to effective communication.	See unit guidance/HCLW – no suggested changes
9. Understand the importance of Welsh language and culture for children’s care, play, learning and development.	9.1 Legislation and national policies for Welsh language	<p>Legislation and national policies for Welsh language to include:</p> <ul style="list-style-type: none"> • A Curriculum for Wales, A Curriculum for Life. Welsh Government 2015 • Cymraeg 2050: A million Welsh speakers by 2050 • Welsh-medium Education Strategy • Welsh-medium Education Strategy: Next Steps • Welsh Language Standards (No.7) Regulations 2018 • Welsh in Education Strategic plan (local)
	9.2 The advantages of being bilingual and multilingual on children’s care, play, learning and development	<p>Being bilingual or multilingual offers numerous advantages for children's care, play, learning, and development.</p> <p>Some of the advantages are thought to include:</p> <p>Intellectual/Cognitive benefits</p> <ul style="list-style-type: none"> • Enhanced problem solving - multilingual children often develop better problem-solving skills as they learn to think flexibly between languages, applying diverse approaches to various challenges

		<ul style="list-style-type: none"> • Improved cognitive abilities - bilingualism/multilingualism has been linked to improved cognitive abilities, such as better attention control, multitasking, and higher levels of abstract thinking • multilingualism can foster creativity by encouraging children to find innovative ways to express themselves and think outside traditional linguistic boundaries <p>Social and Emotional development</p> <ul style="list-style-type: none"> • Cultural understanding and empathy - exposure to multiple languages exposes children to different cultures, fostering empathy, understanding, and appreciation for diverse perspectives • Enhanced communication skills - bilingual children often have advanced communication skills, allowing them to connect with a broader range of people and communities • Adaptability and open-mindedness - multilingualism can promote adaptability and open-mindedness as children learn to navigate different linguistic and cultural contexts
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		<p>Benefits to learning</p> <ul style="list-style-type: none"> • Improved academic performance - studies suggest that bilingual/multilingual children tend to perform better academically, particularly in subjects involving problem-solving and multi-tasking • Enhanced language skills - exposure to multiple languages can lead to a more nuanced understanding of language structures, vocabulary, and grammar in both native and secondary languages <p>Play</p> <ul style="list-style-type: none"> • Enhanced play opportunities - being able to communicate in multiple languages expands a child's opportunities for diverse play experiences, especially in multicultural settings • Cultural enrichment - multilingualism exposes children to a wide range of cultural experiences through stories, songs, games, and traditions, enriching their play and care experiences • Family and community connection - multilingualism can facilitate stronger connections with extended family members and communities, promoting a sense of belonging and identity
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		<p>Long term benefits</p> <ul style="list-style-type: none"> • More career opportunities – ability to communicate in multiple languages can open up more career opportunities in an increasingly globalised world
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	<p>9.3 The importance of recognising and supporting Welsh language and culture</p>	<p>Recognising and supporting Welsh language and culture holds immense significance on multiple levels.</p> <p>The word Cynefin is embedded right across the Curriculum for Wales (it means all the key points highlighted re Welsh language)</p> <p>Here are a few key points that highlight their importance:</p> <ul style="list-style-type: none"> • Preserving cultural identity - Welsh language and culture are integral parts of Wales' identity. They represent a rich heritage, traditions, stories, and values that have been passed down through generations. Preserving the Welsh language ensures the continuation of this unique cultural identity • Cultural diversity - embracing and supporting Welsh language and culture contributes to the diversity of languages and traditions in the global community. It enriches the tapestry of human civilisation by showcasing the
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		<p>distinctiveness of Wales' cultural contributions</p> <ul style="list-style-type: none"> • Sense of belonging and community - language is a fundamental part of how people communicate and connect with each other. For Welsh speakers, the language creates a strong sense of belonging and community. It fosters connections among individuals and strengthens social bonds • Emotional benefits - learning and maintaining the Welsh language offer cognitive and educational advantages. Bilingualism has been shown to enhance brain function, improve problem-solving skills, and broaden perspectives. It also opens up opportunities for accessing Welsh literature, history, and cultural resources • Preservation of heritage - Welsh language and culture are deeply rooted in history and tradition. By teaching children, the language and cultural practices, we preserve a rich heritage that's integral to Wales' identity
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	9.4 Language acquisition and methods to support children to learn new languages	See unit guidance/HCLW – no suggested changes
	9.5 The importance of supporting opportunities and activities that develop children’s knowledge and understanding of Welsh culture and language	See 9.3
	9.6 The importance of language choice on child-centred practice	<p>Language choice plays an important role in child-centred practice as it significantly impacts how children understand, engage, and communicate in their environment.</p> <p>Some examples of why it is important:</p> <ul style="list-style-type: none"> • Understanding and communication - the language used influences how well children comprehend information and express their thoughts, feelings, and needs. Using age-appropriate and understandable language enables effective communication, fostering trust and a supportive environment for children to express themselves • Cultural sensitivity and inclusive practice - language reflects culture. embracing diverse languages acknowledges and respects cultural backgrounds, ensuring inclusivity within a multicultural society. When children hear their native language, it validates their identity and helps them feel valued and understood

		<ul style="list-style-type: none"> • Development stages - tailoring language to the developmental stage of the child is crucial. For younger children, simple and concrete language aids in comprehension, while older children may need more complex language to challenge and stimulate their thinking • Encourages independence - language choice can empower children by allowing them to express themselves freely. Providing options and choices in language promotes autonomy and encourages children to communicate in a way that feels most comfortable to them • Supporting positive relationships - language is a tool for building relationships. Using a child's preferred language or attempting to learn it fosters a stronger connection, creating a sense of trust and rapport between the child and the caregiver/educator • Supports different learning styles - some children may have different learning styles or needs, such as visual, auditory, or kinaesthetic learners. Adapting language choice to cater to these styles can better support their learning and understanding
	<p>9.7 The importance of Welsh language skills within the work place to support a child's and their families/carers communication and language needs, wishes and preferences.</p>	<p>See unit guidance/HCLW – no suggested changes</p>

10. Know how positive approaches can be used to support positive behaviour of children.	10.1 What is meant by the terms 'positive approaches' and 'positive behaviour support'	<p>Positive approaches are based upon the principles of person-centred care:</p> <ul style="list-style-type: none"> • Getting to know the child • Respecting and valuing their histories and backgrounds and understanding: <ul style="list-style-type: none"> • their likes and dislikes • their skills and abilities • their preferred communication style and support structures • Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care they receive.
	10.2 Underlying causes that have an effect on the behaviour of children	<ul style="list-style-type: none"> • Media and technology - Exposure to certain media content or excessive screen time can impact behaviour and cognitive development in children • Parental/carer mental health - Parental mental health problems, such as depression, anxiety, or substance abuse, can affect a child's behaviour and emotional well-being • Genetic/biological factors - Some behaviours can have a genetic basis or be influenced by biological factors. Conditions like neurodiversity, or other developmental disorders may affect behaviour. For example. dyslexia,

		<p>dyscalculia, dyspraxia, ADHD, Misophonia</p> <ul style="list-style-type: none"> • Trauma or Adverse Childhood Experiences (ACE's) - traumatic events such as abuse, neglect, violence, or loss can deeply affect a child's behaviour and mental health. ACEs can manifest in various behavioural issues 	
	10.3	<p>The importance of working with children, their families/carers and others to identify and agree achievable goals and boundaries that will support positive behaviour</p>	<p>See unit guidance/HCLW – no suggested changes</p>
	10.4	<p>The importance of consistent approaches and responses to children to support positive behaviour</p>	<p>Positive approaches involve working with the child and their support systems to:</p> <ul style="list-style-type: none"> • try to understand what someone is feeling and why they are responding in the way they are • where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all • understand what needs to be planned and put into place to support the child to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions
	10.5	<p>Skills and techniques that can be used to support and encourage children's positive behaviour.</p>	<p>Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and/or the safety of others.</p>

<p>11. Understand how change and transitions impact upon children.</p>	<p>11.1 The types of change and transitions that may occur in the course of a child's life</p>	<p>Transitions may include starting nursery for the first time, moving from nursery to school, moving home, death of a loved one, parental relationship breakdown, the birth of a sibling, other changes affecting the child or young person.</p>
	<p>11.2 Factors that make these changes and transitions either positive or negative</p>	<ul style="list-style-type: none"> • Support system - the presence of a strong support network comprising family, friends, teachers, key workers / nursery workers / childcare practitioners or mentors greatly influences a child's ability to adapt. Positive role models and a nurturing environment can ease transitions • Consistency and routine - children often thrive in environments that provide predictability and routine. Sudden changes or disruptions can be unsettling, while consistent schedules can help them feel secure during transitions • Communication - open, honest, and age-appropriate communication about the upcoming changes can significantly affect how a child perceives and adapts to a transition. Knowing what to expect helps reduce anxiety • Emotional preparedness - a child's emotional readiness and resilience play a crucial role. Factors like temperament, coping skills, and previous experiences with change can impact how they handle transitions

		<ul style="list-style-type: none"> • New environment - the nature of the new environment or situation also matters. A welcoming, inclusive, and stimulating environment can facilitate a smoother transition • Parent/carer attitude - parents' attitudes and behaviours towards the transition greatly influence how children perceive and handle it. When parents are supportive, optimistic, and involved, children often feel more secure and adapt better • Respect for individuality - recognising and respecting each child's unique needs, interests, and pace of adjustment is crucial. Some children may take longer to adapt, and pushing them too hard might have negative consequences • Previous experience - past experiences with transitions can shape a child's expectations and reactions. Positive experiences can build resilience, while negative ones might create apprehension or resistance
	11.3 How to support children to develop the skills, confidence and knowledge that will prepare them for change and transitions.	See unit guidance/HCLW - no suggested changes
12. Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and their families/carers.	12.1 The impact of own attitude and behaviour on children and their families/carers.	See unit guidance/HCLW - no suggested changes

Unit 002: Health, Well-Being, Learning and Development

Learning outcome The learner will:	Assessment criteria The learner will be assessed on:	Amplification
1. Understand factors that impact upon the health, well-being, play, learning and development of children.	1.1 The different stages of child development (0-19 years)	Stages of child development may include physical, social, emotional, language, intellectual/cognitive development and the milestones children aged 0-19 years should develop in these areas.
	1.2 The range of factors that may affect the health, well-being and personal, physical, social and emotional development of children and the impact this may have on them	'Factors that may affect the health, well-being and personal, physical, social and emotional development of children' may include environmental factors e.g. housing conditions, neighbourhood; physical factors e.g. genetic conditions, disabilities, diet/nutrition/hydration/breastfeeding/weaning, physical activity, illness/disease; social and emotional factors e.g. gender, racial diversity, parenting styles, educational experiences, culture. Neurodiversity, victim of incident/hate crime, experience of discrimination/racism
	1.3 Adverse childhood experiences and how these can impact children's health, well-being, learning and development	Adverse childhood experiences (ACES) may be categorised as abuse, neglect or growing up in a household where for example the child witness's drug/alcohol abuse by adults, adults with mental health problems, domestic violence or experiences such as having an

		adult spending time in prison or separation of parents.
	1.4 What is meant by the term 'attachment' and be able to describe why this is an important element of development and the ability of children to form relationships	Definition of the term attachment and what a healthy attachment with parents and carers looks like (including when working with children). Importance of a healthy attachment from birth, the attachment cycle, possible side effects of poor attachments. How to form attachments to children.
	1.5 What is meant by the term 'resilience' and be able to describe why this is important for the well-being and development of children	Resilience could include: <ul style="list-style-type: none"> • Ability to deal with stress, conflict, failure and challenge. Benefits to include: <ul style="list-style-type: none"> • Coping with failure and change more effectively • Improved mental health • Coping strategies to deal with a range of emotions • Improved ability to take healthy risks • Self-identity, self-esteem and self-confidence • Independence • Problem solving skills • Improved empathy • More likely to engage in education fully • Sense of humour
	1.6 The importance of self-identity, self-esteem, sense of security and belonging for the well-being and development of children	Promotes independence, social skills and confidence which allows children to feel good about themselves. Less likely to feel overwhelmed by situations. Look at practical situations to help support this – e.g. children

		having a key worker, settling in sessions, their own peg etc.
	1.7 What children need to learn, develop, play and stay healthy – physically, mentally and emotionally	Importance of modelling behaviour, daily routines, outdoor play opportunity/experiences, play, supportive staff
	1.8 The range of agencies and workers that may be involved in supporting the health, well-being, learning and development of children	Paediatrician, play practitioner, health visitor, physiotherapist, speech and language therapist, occupational therapist, educational psychologist, GP, clinical psychologist, ALNCO, CAMHS, Education welfare office, Children and Family Court Advisory and Support Service (CAFCASS), NSPCC (The National Society for the Prevention of Cruelty to Children), Barnardo's, Early Help Hub
	1.9 The links between intellectual, physical and emotional growth and how to support the development of these	<p>All activities should be planned and supported by</p> <ul style="list-style-type: none"> • Completing regular observations • Knowing the child's age and stage of development • Regular and authentic praise and encouragement <p>Activities could include but not limited to:</p> <ul style="list-style-type: none"> • Sand and water trays • Creative activities • Obstacle courses • Gardening • Sorting – shapes, beads, colours • Outdoor play • Role play • Cooking activities

	<p>1.10 How curriculum areas support the holistic development of children</p>	<p>Curriculum Frameworks and Curriculum Areas are the statutory standards and guidance that set out the expectations and requirements for learning and development for pre-school and school age children</p> <p>Curriculums could include:</p> <ul style="list-style-type: none"> • Curriculum for Wales • Curriculum for funded non-maintained nursery settings <p>Curriculum for Wales is designed around the four purposes. All children and young people to be supported to develop as:</p> <ul style="list-style-type: none"> • Ambitious, capable learners, ready to learn throughout their lives • Enterprising, creative contributors, ready to play a full part in life and work • Ethical, informed citizens of Wales and the world • Healthy, confident individuals, ready to lead fulfilling lives as valued members of society <p>Curriculum areas of learning and experience within the Curriculum for Wales:</p> <ul style="list-style-type: none"> • Expressive Arts • Health and well-being • Humanities • Languages. Literacy and communication • Mathematics and numeracy • Science and technology
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		<p>Areas of learning Curriculum for funded non-maintained nursery settings:</p> <ul style="list-style-type: none"> • Belonging • Communication • Exploration • Physical development • Wellbeing
	1.11 The importance of engagement in meaningful and enjoyable activities on well-being and the development of intellectual, physical and emotional growth	Focus on how students can plan for meaningful and enjoyable activities such as children supporting the planning process, following the children's lead, planning in the moment etc to ensure they develop to their full potential.
	1.12 How to use every-day routines and developmentally appropriate activities, materials and first-hand experiences to support the health, well-being and learning and development of children	<p>Everyday routines could include check in, visual timetables etc to help support health, well-being, learning and development.</p> <p>Developmentally appropriate activities to include those that are planned to meet the age and stage of development for that child.</p>
	1.13 The importance of creative development for the health, well-being, learning and development of children	<p>Creative Development includes:</p> <ul style="list-style-type: none"> • developing imagination and imaginative play • responding to experiences, expressing ideas • exploring media and materials • traditional creative arts • music, dance and movement • messy play

	1.14	What is meant by the term 'learning experiences'	Any experience or activity which allows children to learn from the process of taking part. Could include adult led and child led experiences.
	1.15	How development is supported by learning experiences	Learning experiences could include direct experiences (trips/guest speakers/real objects), welcoming and engaging rooms, allowing children to complete tasks themselves, following the children's lead in a variety of activities. Practitioners should consider the needs and interests of the children and their prior knowledge.
	1.16	The importance of promoting families/carers self-confidence in the parenting role and developing their ability to relate positively and engage in play activities with their child	Settings can help promote confidence by <ul style="list-style-type: none"> • Helping to prepare activities for the home environment e.g. cooking, craft, play • Support parents to build a strong relationship with their children through open conversation, playing etc • Developing strong relationships with parents inviting them in, asking their viewpoints • Respecting the views of the parents and recognising they know their child best.

	<p>1.17 How the structure of families/carers and arrangements for the care of a child can impact upon their view of the world and sense of well-being</p>	<p>Children thrive in situations where they feel safe and secure e.g. the levels of:</p> <ul style="list-style-type: none"> • Socialising with others • Care and protection • Emotional support • Financial support <p>Family structures could include:</p> <ul style="list-style-type: none"> • Nuclear • Extended • Restructured • Single parent • Nomadic
	<p>1.18 The importance of early intervention and partnership working for the health, well-being and learning and development of children</p>	<p>Early intervention can help promote inclusion and minimise -</p> <ul style="list-style-type: none"> • Impact of economic disadvantage • Social isolation • Reduce risks to a child's future development <p>Discuss importance of multi-disciplinary teams/ partnership working and the process of how the early intervention process takes place e.g.</p> <ul style="list-style-type: none"> • key workers / nursery workers / childcare practitioners/Teacher's concerns noted and shared with parents or parent/child raises a concern with the school which triggers an investigation process to gather evidence. • ALNCo will consider if the child meets the criteria for having an additional

		<p>learning need using a person-centred approach.</p> <p>If the child has ALN and needs additional support and provision the school have 35days to create an Individual Development Plan (IDP). This will be created using feedback from parents and the child.</p> <p>https://www.swansea.gov.uk/identifyingaln</p> <p>Legislation to support includes: - The Additional Learning Needs Code for Wales 2021.</p>
	<p>1.19 The role of relationships and support networks in supporting the well-being of children</p>	<p>Healthy relationships and support networks allow a child to grow and develop to their full potential e.g.</p> <ul style="list-style-type: none"> • Support healthy brain development • Support attachments • Improved confidence • Improved self esteem • Manage behaviour and own emotions • Develops Resilience
	<p>1.20 Ways of working that develop positive relationships with children and families/carers based on trust, respect and compassion</p>	<p>Could include:</p> <ul style="list-style-type: none"> • Active listening • Using age-appropriate language • Asking/responding to questions • Eye contact • Open body language • Respecting differences (e.g. race, culture, language, views, beliefs, religion etc) • Praise and encouragement • Giving choices • Giving responsibilities

		<ul style="list-style-type: none"> • Giving genuine attention to the child • Discussing ideas • Showing empathy • Being a role model • Sharing reasons for actions
	<p>1.21 The types of changes in a child that would give cause for concern</p>	<p>Concerns might be raised by staff, family, friends or the community. Could include:</p> <ul style="list-style-type: none"> • Not reaching expected milestones • Delays in one area of development • Regression • Changes in behaviour • Changes in eating habits • Developing a fear • Presenting with little energy • Sensitivities to sensory experiences • Displaying sexualised behaviours • Suspicious injuries • Speech and language concerns • Basic hygiene concerns • Irregular attendance to EYCC setting or school
	<p>1.22 The importance of observing, monitoring and recording the development of children</p>	<ul style="list-style-type: none"> • Monitor development • Check progress of the child • Identify strengths and weaknesses or areas of development which may need supporting or stretching • Identify changes in the child's developmental progress • To identify if the child needs support from an external practitioner (e.g. speech and language therapy)

		<ul style="list-style-type: none"> • Identify children's interests • Identify play needs • Assess the effectiveness of the provision • Look at how children are using the provision • Understand children's behaviour more effectively • Support planning • Support reflective practice
	<p>1.23 The use of development and assessment frameworks in observing, monitoring and recording the development of children.</p>	<p>Development and assessment frameworks are nationally recognised frameworks for recording children's learning and development.</p> <p>The Curriculum for Wales and the Curriculum for Funded Non-Maintained Nursery Settings places a strong emphasis on assessment to support each individual learner at an appropriate pace. Assessment should be an on-going process and not a tick list or one-off event. Progress is at the heart of assessment.</p> <p>Useful documents:</p> <ul style="list-style-type: none"> • Supporting Learner Progression: Assessment Guidance https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance#the-purpose-of-assessment • Principles of Progression https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#progression

		<ul style="list-style-type: none">• Literacy and Numeracy Framework https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/literacy-and-numeracy-framework• Digital competence Framework https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework• A curriculum for Funded Non-Maintained Nursery Settings https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf• A quality Framework for Early Childhood Play, Learning and Care in Wales https://hwb.gov.wales/api/storage/031bbc2d-d2f8-429d-a944-5fc33484827d/a-quality-framework-for-early-childhood-play-learning-and-care-v1.pdf
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<p>2. Know the value of arranging and using environments to support the health, well-being, play, learning and development of children.</p>	<p>2.1 The regulatory requirements for environments in early years settings</p>	<p>When supporting and maintaining environments for children, ensuring safety is one of the most important roles practitioners have. Some of regulatory requirements to support this are:</p> <ul style="list-style-type: none"> • National minimum standards https://www.gov.wales/sites/default/files/publications/2023-11/national-minimum-standards-for-regulated-childcare_0.pdf • Control of Substances Hazardous to Health (COSHH) Regulations 2002 https://www.legislation.gov.uk/uksi/2002/2677/regulation/7/made • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 https://www.legislation.gov.uk/uksi/2013/1471/contents/made • Fire Precautions (Workplace) Regulations 1997 and 1999 https://www.legislation.gov.uk/uksi/1999/1877/made & https://www.legislation.gov.uk/uksi/1997/1840/made • Health and Safety (First Aid) Regulations 1981 https://www.legislation.gov.uk/uksi/1981/917/regulation/3/made • The Health and Safety at Work Act 1974 (HASWA) https://www.legislation.gov.uk/ukpga/1974/37/contents
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	<p>2.2 The features of a positive environment</p>	<p>Environment refers to the diverse physical locations, contexts, and cultures in which children learn through experimentation and play.</p> <p>A positive environment could include children having an opportunity to:</p> <ul style="list-style-type: none"> • Feel safe and secure • Have various experiences and learning opportunities • Have open access play space indoors and outdoors • Explore set areas e.g. role play, sand/water, sensory, quiet/reading etc • Have opportunities for choice • See authentic displays of children's work • Allow parents to continue learning/development at home through use of display/information boards to allow learning/development to continue at home
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	<p>2.3 How the environment can support the holistic development of children</p>	<p>Holistic development refers to children gaining skills and competence through planned learning and play to develop their physical, social, emotional, intellectual, cognitive and linguistic skills. Positive learning environments are created when practitioners create a positive environment which supports social and emotional development of children e.g. the environment supports caring and responsive relationships. Children struggle to learn and explore and learn unless they feel safe and comfortable in the setting. They need to trust their caregivers so holistic learning and development can take place.</p>
	<p>2.4 How the environment can support development of children in line with curriculum frameworks and curriculum areas</p>	<p>“Inclusive environments, both indoors and outdoors, that provide time and opportunity to explore, play and investigate, and where adults are attuned to learners’ interests, can support positive dispositions towards learning, as well as increasing knowledge and skills” as required by the Curriculum for Wales (HWB, 2023). https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/enabling-learning#:~:text=Inclusive%20environments%2C%20both%20indoors%20and,as%20increasing%20knowledge%20and%20skills.</p>
	<p>2.5 How the environment can support the inclusion of all children in the setting including those with additional needs</p>	<p>An environment which supports inclusion may include:</p> <ul style="list-style-type: none"> • Meeting the needs and rights of individual children

		<ul style="list-style-type: none"> • Be flexible and sensitive to the child's needs • Values everyone regardless of their socio-economic group, ethnic origin, gender, marital status, religion or disability • Promotes differences • Include a range of materials, equipment, images, books and activities which promote all children in a positive way • Adapting to meet individual children's needs • Identifies and implements the needs, wishes of the child
	2.6 The importance of ensuring that the environment is welcoming, nurturing, safe, clean, stimulating and takes account of children's needs, interests and preferences	When children and young people's individual needs are met, and they can reach their full potential and feel safe and secure. Helps to make children feel welcome, engaged and stimulated, safe and secure and allows children to take risks.
	2.7 The importance of balancing periods of physical activity with rest and quiet time for the health, well-being and development of children	<p>Difference between rest and sleep and which age groups this might be appropriate for. Identifying children who may still need a nap during the day and the signs of this. Importance of rest for older children who do not need nap time. Rest could include:</p> <ul style="list-style-type: none"> • Naps • Quite activities such as reading stories, jigsaws etc <p>Rest and quite time are essential for the body to be able to repair cells, rest muscles and grow. Lack of sleep may affect our mood, our memory, our concentration and our ability to achieve to our maximum potential.</p>

	2.8 The importance of consistent routines for children's well-being and development.	<p>Consistent routines allow children to feel:</p> <ul style="list-style-type: none"> • More confident and secure within the setting • Settled knowing they have a consistent daily schedule • In control of their environment • More independent
3. Understand the role of play in supporting the health, well-being, learning and development of children.	3.1 What is meant by the term 'playwork principles'	<p>The playwork principles – http://www.playwales.org.uk/eng/playworkprinciples</p>
	3.2 The importance of play for children's health, well-being, learning and development	<p>Benefits of play for children are vast. Some of these include:</p> <ul style="list-style-type: none"> • Holistic development • Communication • Independence • Wellbeing • Confidence • Self-belief • Trial and error skills • Exploration • Relaxation • Self-expression • Supports children's rights • Etc
	3.3 The role 'play' has in a child's understanding of themselves	<p>Play should be the work of the child. Play Wales (2023) state that play "...is freely chosen, personally directed and intrinsically motivated". Through play children can (but not limited to):</p> <ul style="list-style-type: none"> • Make their own choices • Learn about themselves and their capabilities

		<ul style="list-style-type: none"> • Learn about other people's feelings and behaviours including within the wider community • Assess their own feelings regarding risks and know their own boundaries • Show and express feelings • Start to understand the world around them
	<p>3.4 The different types of play and their benefits</p>	<p>Different types of play could include:</p> <ul style="list-style-type: none"> • Creative play • Physical play • Imaginative/pretend play or role play • Exploratory play • Deep play • Manual play • Symbolic play • Etc <p>Play could include those that happen in a structured, self-directed or adult facilitated.</p> <ul style="list-style-type: none"> • unstructured play • self-directed play • adult facilitated play

	<p>3.5 How the environment and choice of equipment and materials are used to support play</p>	<p>A suitable play environment should take into consideration:</p> <ul style="list-style-type: none"> • Space • Variety of equipment • hygiene and safety • staffing levels • qualified, knowledgeable staff who support all children in every aspect of their development through play and understands the child's play needs • Outdoor experiences (garden, grass, tarmac, rubber flooring etc) • Indoor experiences (exploration toys, book corner, messy play space, playhouse/ role play area etc) <p>Choice of equipment and materials support children's physical, cognitive, social and emotional needs by:</p> <ul style="list-style-type: none"> • Cognitive needs: playing with a variety of toys, playing with sand and water, hear/practice language, creating/imagining etc • Social/Emotional needs: playing with friends, role play, interacting with adults etc <p>Physical needs: space to move around and explore, opportunities to eat and drink, fresh air etc</p>
	<p>3.6 How to support holistic development through play</p>	<p>Play is extremely valuable to children and has a significant impact on supporting all areas of child development.</p>

		<p>When playing, children can learn and practice a variety of skills including, but not limited, to:</p> <ul style="list-style-type: none"> • making sense of the world • Practicing skills • Test their own limits • Take risks • understand concepts • make choices • explore and experiment • following own interests • Have fun/relax • Have freedom and independence • Follow or break rules • Learn consequences • make decisions • Trial and error • problem solving • Express and manage own feelings • Cooperate with others • make friends • Find solutions to problems • concentrate • Teamwork skills • self-confidence • Self-identity • Creativity/imagination skills • Improved health and well-being
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	<p>3.7 How play assists children's learning about themselves, those around them and the wider environment</p>	<p>Children need to discover for themselves who they are, and it is essential to respect their choices and decisions. By allowing children to identify their individual strengths, they can be empowered to discover themselves and the world around them.</p> <p>For example -</p> <p>Playing freely - will build self-confidence and self-respect and the child will experiment with different feelings and show feelings when encountering different situations. They will use their imagination, their self-confidence and their socialising skills and will come to understand what they can achieve independently and when they need support. Children can practice skills, discovering how things work a certain way and why.</p> <p>Play experiences that encourage this could include:</p> <ul style="list-style-type: none"> • role play: home, cafe, shop, travel agent etc • singing songs and rhymes • Physical activities: running, jumping, climbing, building a den, dancing • Creative play: painting, collage, junk modelling • playing instruments • building with blocks, Lego, Duplo, stickle bricks etc
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		<ul style="list-style-type: none"> • Outdoor play: playing in the garden, the forest, the park, Forest Schools, going for a walk, nature hunt etc • Small world play: Fairy gardens, mini figures, mini vehicles etc.
	<p>3.8 How children may use play to express emotions, fears, anxieties or copy behaviour they have observed</p>	<p>Children will often use play to express a variety of feelings and use a variety of communication methods to express these feels verbally or non-verbally. Children use play to:</p> <ul style="list-style-type: none"> • Express emotion – Using play to cope with situations e.g. reenact a recent hospital visit or coping with their emotions when sharing with another • Expressing fear and anxiety – play is sometimes used by a parent/care giver to help a child familiarise themselves with a new situation e.g. starting school • Copy behaviour – imitate role models around them e.g. teachers, key workers / nursery workers / childcare practitioners, parents, superheroes. Sometimes also learn behaviour of those around them (positive and negative).

	<p>3.9 How to involve children in the creation of different types of play spaces</p>	<p>Children should be allowed to play freely and have opportunities to make their own choices through -</p> <ul style="list-style-type: none"> • Observing the children to see what play spaces are most/least used and asking them why these are popular/unpopular (if developmentally appropriate) • Following the children's lead • Involving them in the planning process to decide on equipment • Finding out the children's interests • Providing a range of activities and resources and allowing children the freedom to choose
	<p>3.10 How to identify if a play space is stimulating, challenging, restful or relaxing</p>	<p>A child should have an opportunity to engage in the serious work of play on their own or with others or to play in a quiet, calming space.</p> <ul style="list-style-type: none"> • Stimulating - range of resources, exploration can happen, children are engaged in play etc. • Challenging - Children are practicing skills, pushing their boundaries, taking risks, using trial and error etc. • Restful - Comfy, cozy, quiet activities e.g. playdough, puzzles, threading large beads • Relaxing - allowing time to be with own thoughts during play e.g. watching the clouds, nature sensory bins, bubbles, listening to music, painting, etc.

	<p>3.11 Why risk is important in play and how to encourage, and support acceptable levels of risk</p>	<p>Statutory guidance “Wales - A play Friendly Country” states the importance of a play environment should be of good quality and allow for risk taking.</p> <p>Children have the right to make decisions and to take risks when playing. The Welsh Government’s Play Policy states that children are born with a desire to seek out opportunities to take risks. Risk is an inevitable part of life, and it is importance we allow children an opportunity to manage this for themselves. Doing so will allow some of the following benefits:</p> <ul style="list-style-type: none"> • Improved resilience • Assess own skills and abilities (know their capabilities) • Inventiveness • Use tools and equipment safely and confidently • Understanding actions have consequences • Builds confidence, self-esteem and motivation • Independence skills • building resilience • Increased curiosity • Increased problem-solving skills • Etc
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		<p>Adults' role in play -</p> <ul style="list-style-type: none"> • Allow children to take graduated risks • Consider the level of risk to the child and the benefits of this risk • Assess a child's current competency to manage risk • Provide opportunities to experience challenges, uncertainty, unpredictability • Observe and monitor children without intervening too early • Ensure children's safety through risk assessments • Avoid inappropriate hazards • Accept risks are an important part of a child's development <p>https://play.wales/play/play-and-risk/#:~:text=Risk%2DBenefit%20Assessment%20Form,to%20children%20and%20young%20people</p>
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	<p>3.12 how to balance risk-taking with the developmental benefits to children's health, well-being, learning and development.</p>	<p>Risks should be planned for by following Health and Safety Executive (HSE) guidance which recommends a risk/benefit analysis when completing risk assessments for risky play. HSE guidance is that "Those providing play opportunities should focus on controlling the real risks, while securing or increasing the benefits – not on the paperwork".</p> <p>Risk assessments follow these pieces of legislation</p> <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • The Management of Health and Safety at Work regulations of 1992 and 1999 <p>Play Wales: https://play.wales/play/play-and-risk/#:~:text=Risk%2DBenefit%20Assessment%20Form,to%20children%20and%20young%20people.)</p> <p>Risk benefit analysis template forms – Play Safety Forum (2014) https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fplay.wales%2Fwp-content%2Fuploads%2F2023%2F02%2Fpsf-risk-benefit-assessment-form.docx&wdOrigin=BROWSELINK</p>
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<p>4. Know how to support speech, language and communication development.</p>	<p>4.1 The importance of speech, language and communication for children's well-being, learning and development</p>	<p>Speech, language and communication can include the following:</p> <ul style="list-style-type: none"> • Non-verbal communication • Listening • Speaking • Reading • Writing <p>Speech, language and communication skills allow children to:</p> <ul style="list-style-type: none"> • Socialise and interact with others • Make sense of everyday experiences • Receive information • Understand concepts • Organise the mind • Think of new ideas • Express feelings and understand the feelings of others • Etc.
	<p>4.2 The impact of speech, language and communication difficulties on the development of children</p>	<p>Speech, language and communication difficulties can have a large impact on a child's development. Some examples of these include:</p> <ul style="list-style-type: none"> • Children being unable to pronounce words correctly, so people might misunderstand them • If a child struggles with speech children might have to frequently repeat themselves and find this frustrating/irritating

		<ul style="list-style-type: none"> • Children may become frustrated or aggressive as they are unable to express their feelings • Etc.
	4.3 The importance of early intervention for speech, language and communication delays and disorders	<p>Early intervention needs practitioners to identify problems as early as possible and to provide support as soon as possible after it has been identified.</p> <p>Early intervention allows long term effects of speech, language, and communication difficulties to be reduced and a child's wellbeing will be improved.</p> <p>Speech, language and communication disorders may include:</p> <ul style="list-style-type: none"> • Receptive: difficulties understanding language • Expressive: difficulties communicating
	4.4 How multi-agency teams work together to support speech, language and communication development	<p>Once language, speech and communication difficulties are identified, agencies can work together to effectively support the child. These may include:</p> <ul style="list-style-type: none"> • Health visitor • Speech, language and communication therapist • Portage: Child development advisor • Staff from the setting e.g. 1:1, teaching assistants, teachers, day nursery workers etc. • Additional Learning Needs Coordinator (ALNCo) • Education psychologist

	<p>4.5 Ways in which adults can support speech, language and communication development of children</p>	<ul style="list-style-type: none"> • GP (doctor) <p>Some examples include</p> <ul style="list-style-type: none"> • Using the child's name when talking to them • Giving the child meaningful attention • Making eye contact with the child • Getting down to the child's level • Allow the children to look at your lips/body actions when speaking to them • Spending time with the child using appropriate language and communication methods • Role modelling language • Providing a stimulating environment • Using praise and encouragement • Being positive with a child who is attempting/learning/practising language • Encourage children to try new experiences and activities • Provide a range of activities and play experiences to support speech, language and communication development • Etc.
	<p>4.6 How play and activities are used to support the development of speech, language and communication</p>	<p>Range of play and activities could include:</p> <ul style="list-style-type: none"> • Books • Song/rhyme time • Activities involving repetition • Role play • Sensory play – describing senses • Etc

<p>5. Know how to support the health, well-being, learning and development of children with additional support needs.</p>	<p>5.1 Legal frameworks that apply to the provision of services to children with additional needs</p>	<p>Legal frameworks that apply to provision of services to children with additional needs include:</p> <ul style="list-style-type: none"> • The Additional Learning Needs and Education Tribunal (Wales) Act 2018 https://www.gov.wales/implementing-additional-learning-needs-and-education-tribunal-wales-act-2018-practitioner-guide • https://www.legislation.gov.uk/anaw/2018/2/contents/enacted • The Additional Learning Needs Code for Wales 2021 https://www.gov.wales/additional-learning-needs-code
	<p>5.2 The types of additional support needs that children may have</p>	<p>Additional support needs include:</p> <ul style="list-style-type: none"> • physical disability • Additional learning needs • Autism • Additional health needs • Sensory loss • Emotional and behavioural difficulties • Attention Deficit Hyperactivity Disorder • Dyslexia • Dyspraxia • Complex multiple needs • Attachment disorder etc

	<p>5.3 How more able and talented children can be supported</p>	<p>More able and talented children are those who achieve higher than expected level for their age. These children can be supported by:</p> <ul style="list-style-type: none"> • Differentiating planning to challenge their development further • Providing experiences outside of the curriculum • Providing tasks with unlimited results • Allow them to set own tasks and targets • Promote reflective learning • Monitoring their progress carefully • Communicating with parents • Providing a mentor • Buddy sessions with other children who are MAT learners • Providing praise and encouragement • Ensuring they are getting time to participate effectively with peers their own age and feel included with the class environment, etc
	<p>5.4 How to find out about the additional support needs of children</p>	<p>Children with additional needs have the right to work alongside other children. Settings need to adapt the environment to maintain inclusive provision.</p> <p>Children's additional support needs can be met by working closely with parents/carers, the health sector and other agencies. This will enable practitioners to support the needs of all children effectively.</p>

		<p>Key terms used by people supporting children with ALN may include:</p> <ul style="list-style-type: none"> • Inclusion • Individual development plans (IDP's) • One-page profiles (OPP's) • Additional Learning Needs (ALN) • Additional Learning Needs Co-ordinator (ALNCo) • ALNET Act Additional Learning Needs and Education Tribunal (Wales) Act (ALNET) • Additional Learning Provision (ALP) • Designated Education Clinical Lead Officer (DECLO) • Early Years Designated Additional Leads Officer (EYALNLO) • Individual Health Plan (IHP) • Person-centred Practice (PCP) • Pupil Referral Unit (PRU) • SENTW The Special Educational Needs Tribunal for Wales • Advisory Teacher • Common Assessment Framework (CAF) <p>https://hwb.gov.wales/api/storage/351623e1-8f73-4743-97d5-80013850cc34/Glossary%20of%20terms.pdf</p> <p>https://www.standnw.org/wp-content/uploads/2022/06/STAND-North-Wales-CIC-ALN-Glossary-V7-English-COMplete.pdf</p>
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	<p>5.5 The principles of inclusion for children with additional support needs</p>	<p>Inclusion can be defined as the process of ensuring every child has an opportunity to learn and should have equal provision provided for them.</p> <p>The Additional Learning Needs Code for Wales 2021 (the ALN Code) aims to ensure that all learners with ALN have:</p> <ul style="list-style-type: none"> • All children have a unified legislative framework to support them if they have ALN no matter what provision they attend. • Collaborative process to support children with ALN which should be reviewed frequently. This should include planning and monitoring the support available to the ALN learner. • Support should be implemented in an early, timely and effective manner • A fair and transparent system for children and their families which provides information/advice to support. In addition, consideration should be taken to concerns and appeals. • Children and young people, whatever their disabilities, have the right for their needs to be met in the best possible way for them. • It is essential that children's needs are identified as soon as possible.
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		<p>In addition, children with ALN should:</p> <ul style="list-style-type: none"> • Be considered part of the community, even if they need support to be able to do this • Have professionals around them who take into consideration children's diversity, creating a positive, inclusive setting • Be able to attend a mainstream setting and have their needs met • Be able to attend a setting where parents are kept informed about their child's development, progress and any events • Given a voice
	<p>5.6 How to adapt activities to enable all children to take part.</p>	<ul style="list-style-type: none"> • Planning – adapting the activity to include all children • Look at the needs of the child • Get advice from outside agencies or parents/carers • Involve the child in deciding how best to support them • Adjust the environment • Have an inclusive environment including displays/books/resources showing people from a variety of backgrounds • Etc

<p>6. Know how to support children with their physical care.</p>	<p>6.1 The importance of supporting physical care routines for children</p>	<p>Physical care routines could include:</p> <ul style="list-style-type: none"> • toileting • hand washing • care of skin • oral care • opportunities for rest, quiet time or sleep • protection from sun/cold • care of nappy area. • feeding
	<p>6.2 How to treat children with dignity and respect when supporting them with their physical care routines taking into account their background, culture and religion</p>	<p>Physical care for babies and young children is a huge part of the role as a practitioner. Some children may need extra support depending on their age and stage of development. Practitioners can support physical care routines</p>
	<p>6.3 How to support children with their physical care routines in a way that protects both the child and adults who care for them</p>	<p>When children are supported with their physical care routines staff need to ensure they safeguard the child and themselves. Some of the ways this can be achieved is to:</p> <ul style="list-style-type: none"> • Follow policies and procedures of the setting for physical care routines • Following the National Minimum Standards for Regulated Childcare • Allow parents/carers choice in how to provide physical care for the child • Work in partnership with parents/carers and outside agencies to ensure correct levels of care are provided • Treat each child as an individual, supporting their individual needs • Build positive relationships with the child and their parents/carers

		<ul style="list-style-type: none"> • Respect the child's choices • etc <p>National Minimum Standards for Regulated Childcare for Children up to the age of 12 Years - https://www.gov.wales/sites/default/files/publications/2023-11/national-minimum-standards-for-regulated-childcare_0.pdf</p>
	6.4 How to care for children's skin, hair and teeth	<p>Caring may include:</p> <ul style="list-style-type: none"> • Toileting • Hand washing • Skin care – e.g. bathing, sweat • Hair care – e.g. brushing, washing, head lice • Oral care – e.g. diet, tooth brushing • Rest/sleep • Protection from weather • Nappy care • Nutrition/hydration
	6.5 Where to access additional information, advice and support for the physical care routines of children.	<p>Additional information can be found from:</p> <ul style="list-style-type: none"> • Parents/carers • Policies & procedures • Outside agencies e.g. Design to smile <p>Relevant resources:</p> <ul style="list-style-type: none"> • Food and Nutrition for Childcare Setting (2019) https://www.gov.wales/sites/default/files/publications/2019-03/190313-nutrition-guidance-complete.pdf

		<ul style="list-style-type: none"> • Eatwell Guide https://www.gov.wales/sites/default/files/publications/2019-02/eatwell-guide.pdf • National Minimum Standards https://www.gov.wales/sites/default/files/publications/2023-11/national-minimum-standards-for-regulated-childcare_0.pdf • Design to Smile Programme https://phw.nhs.wales/services-and-teams/designed-to-smile/information-for-professionals/designed-to-smile-programme-delivery/ • Healthy Child Wales Programme https://www.gov.wales/sites/default/files/publications/2022-03/an-overview-of-the-healthy-child-wales-programme.pdf • NHS Sleep Guide https://111.wales.nhs.uk/livewell/pregnancy/newbornessentialsleep/ • Preventative Dental Advice (2018) https://www.gov.wales/sites/default/files/publications/2019-03/preventive-dental-advice-care-and-treatment-for-children-from-0-3-years.pdf • Care Inspectorate Nappy Changing for Early Learning and Childcare Settings https://www.careinspectorate.com/images/documents/Nappy_changing_guidance_2023.pdf
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		<ul style="list-style-type: none"> Hand Hygiene: Information to support improvement https://hub.careinspectorate.com/media/1523/hand-hygiene-information-to-support-improvement.pdf
7. Understand the importance of nutrition and hydration for the health and well-being of children.	7.1 What is meant by the terms 'nutrition' and 'hydration'	World Health Organisation – Nutrition https://www.who.int/health-topics/nutrition#tab=tab_1 NHS inform – Hydration https://www.nhsinform.scot/campaigns/hydration/
	7.2 The principles of a balanced diet and good hydration for children	The Food and Nutrition for childcare settings (2019) states that: Provision of a healthy balanced diet and healthy drinks is essential to: <ul style="list-style-type: none"> encourage children to eat a wide variety of foods influence food preferences as a toddler begins to have a decisive say in food selection ensure they get the right amount of energy and nutrients for this time of rapid growth and development develop and maintain a healthy weight help prevent tooth decay help prevent iron deficiency and constipation. Childcare practitioners are in an ideal position to help shape eating habits and to support

		<p>infants and children to eat well. Childcare settings can:</p> <ul style="list-style-type: none">• play a significant part in children’s nutrition by supporting mums who are continuing to breastfeed and supporting parents with the introduction of solid foods• provide nutritious food in the correct portions to support a diet that encourages vegetables and fruit, and balanced meals providing all the essential nutrients, with milk or water to drink• provide activities to create an environment that encourages children in their care to develop positive attitudes to food and their health <p>Food and Nutrition for Childcare Setting (2019) https://www.gov.wales/sites/default/files/publications/2019-03/190313-nutrition-guidance-complete.pdf</p>
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	<p>7.3 Government recommendations for a balanced diet and hydration</p>	<p>Eatwell Guide (2018) suggests that children should:</p> <ul style="list-style-type: none"> • Eat at least 5 portions of fruits and vegetables every day • Have meals based on potatoes, bread, rice, pasta or other starchy carbohydrates, choosing wholegrain versions where possible • Have some dairy or dairy alternatives (such as soya drinks) • Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily) • Choose unsaturated oils and spreads and eat in small amounts • Drink 6-8 cups/glasses of fluid a day <p>Eatwell Guide (2018) https://www.gov.wales/sites/default/files/publications/2019-02/eatwell-guide.pdf</p>
	<p>7.4 National and local initiatives that support nutrition and hydration</p>	<p>National and local initiatives may include:</p> <ul style="list-style-type: none"> • Healthy Start • First steps nutrition • Design to smile • Public health network Cymru • Breakfast clubs in schools • School holiday enrichment program • Welsh Network of Healthy Schools • Nutrition Skills for Life • Clybiau Plant Cymru – Play Learn and Grow Healthy

		<ul style="list-style-type: none"> • Every Child Wales • UNICEF Baby Friendly Initiative • Parenting. Give it time. • The Nursery Milk Scheme • Healthy Eating in Maintained Schools (Wales) • Start for Life/Change for Life • etc
	7.5 The importance of a balanced diet for optimum health, development and growth of children	<p>It is importance childcare staff are aware of the issues currently faced regarding balanced diets for children and the impact this is having on their development. Some of these issues include:</p> <ul style="list-style-type: none"> • Overweight and obese statistics have increased • Reduced amounts of fruits/vegetables being eaten • Not enough fibre in their diets • Sugar intake has increased • Salt intake has increased • More processed foods in children's diets • Iron deficiency anaemia is growing, especially in girls • Lack of vitamins and minerals being consumed
	7.6 Factors that can affect nutrition and hydration	<p>Factors could include:</p> <ul style="list-style-type: none"> • low income and food poverty • psychological factors, e.g. parental anxiety, eating disorders • skills and knowledge • food provision in settings, e.g. schools, nurseries, youth settings

		<ul style="list-style-type: none"> • following a special diet • physical factors, e.g. positioning, swallowing difficulties, oral health • health problems, e.g. constipation, anaemia. • mass media and advertising • family and peer influences • ethics, morals and beliefs • the eating/meal-time environment • neglect and abuse • culture and religion • the child's individual preferences and habits • community food initiatives
	<p>7.7 How to encourage children to make healthy food choices.</p>	<p>Ways to encourage healthy food choices could be:</p> <ul style="list-style-type: none"> • Role modelling healthy food and drink choices • Educating children on healthy eating through activities and play • Provide a variety of healthy food and snacks • Involve children in preparing healthy food and snacks • Don't use food as a reward • Expose children to healthy foods multiple times • Provide encouragement but do not force a child to try a new food • etc

<p>8. Understand the roles and responsibilities related to the administration of medication and storage in early years and childcare settings.</p>	<p>8.1 Legislation and national guidance related to the administration of medication and storage</p>	<p>Could include:</p> <ul style="list-style-type: none"> • Supporting Learners with Healthcare Needs (2018): https://www.gov.wales/sites/default/files/publications/2018-12/supporting-learners-with-healthcare-needs.pdf • National Minimum Standards (standard 11) (2023) https://www.gov.wales/sites/default/files/publications/2023-11/national-minimum-standards-for-regulated-childcare_0.pdf • Social Services and Well-being Act (2014) https://www.gov.wales/sites/default/files/publications/2019-05/social-services-and-well-being-wales-act-2014-the-essentials.pdf • The Misuse of Drugs Act (1971) (regulations 1972 and 2001) https://www.legislation.gov.uk/ukpga/1971/38/contents • Health Care Act (2006) https://www.legislation.gov.uk/ukpga/2006/28/contents • COSHH Regulations Act (2002) https://www.legislation.gov.uk/uksi/2002/2677/regulation/7/made
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		<ul style="list-style-type: none"> • Hazardous Waste (Wales) Regulations (2005) & amendments (2015) https://www.legislation.gov.uk/wsi/2005/1806/contents/made https://www.gov.wales/sites/default/files/consultations/2018-01/150601-150615-hazardous-waste-miscellaneous-amendments-wales-regulations-2015-en.pdf • Mental Health (Wales) Measure (2010) https://www.legislation.gov.uk/mwa/2010/7/contents • Mental Health Act (1983) https://www.legislation.gov.uk/ukpga/1983/20/contents
	<p>8.2 The roles and responsibilities of those involved in supporting the use of medication and storage</p>	<p>Those involved may include:</p> <ul style="list-style-type: none"> • Doctor • Pharmacists • Manager of the setting • Key worker or appointed staff member administering the medication to the child <p>Roles and responsibilities may include:</p> <ul style="list-style-type: none"> • Following policies and procedures of the setting correctly • Being aware of the National Minimum Standards • Carefully reading the label for the medication and matching this with the parent consent form


		<ul style="list-style-type: none"> • Record keeping – time, date, and dose • Not sharing medication with another child, administering one child’s medication to another • Read the instructions • Noting and checking the expiry date on the medicine • Shaking the bottle if appropriate • Measuring the dose correctly with the correct syringe/ medicine spoon • Avoid damaging the prescription label • Ensure child takes the full dose • Not tampering with the medication e.g. weakening the dose, moving from one bottle to another etc • Ensure medication is stored appropriately • Sterilising syringe/medicine spoons if appropriate
	<p>8.3 The links between misadministration of medication and safeguarding</p>	<p>If procedures are not followed correctly, misadministration of medication may take place by those involved (doctor, pharmacists, manager, staff member). Policies and procedures for administering medication need to be followed by staff to ensure children are safeguarded. Failure to do so might put the child at risk of harm including -</p> <ul style="list-style-type: none"> • Underdose - Not getting the correct medication they need • Overdose – Giving them too much medication

		<ul style="list-style-type: none"> • Incorrect timing of the medication being given • Not following the medication plan • Date of expiry overdue • Failure to pass information on to the parent/ carer • Etc <p>(National Minimum Standards – 11)</p>
	<p>8.4 The importance of recording information regarding medication administration.</p>	<p>Childcare workers must record information regarding medication administration because:</p> <ul style="list-style-type: none"> • It means we will act professionally, following policies and procedures • It meets the National Minimum Standards • Minimises risk to the child • Reduces accidents of misadministration of medication • Avoids mistakes • Protects the staff member from allegations of improper conduct or causing harm to the child • etc

Unit 003: Professional Practice as an Early Years and Childcare Worker

Learning outcome The learner will:	Assessment criteria The learner will be assessed on:	Amplification
1. Understand the role, responsibilities and accountabilities of an early years and childcare worker.	1.1 Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards, Codes of Conduct and Professional Practice	Codes of Conduct and Professional Practice: <ul style="list-style-type: none"> • Obtain an Enhanced DBS • National Minimum Standards for Regulated Childcare for children up to the age of 12 years: https://www.gov.wales/sites/default/files/publications/2023-11/national-minimum-standards-for-regulated-childcare_0.pdf https://www.pacey.org.uk/news-and-views/news/archive/2023-news/january-2023/update-on-national-minimum-standards-in-wales-di/ • Well-being of Future Generations (Wales) Act (2015) https://www.futuregenerations.wales/about-us/future-generations-act/ • UNCRC https://www.childcomwales.org.uk/uncrc-childrens-rights/ • https://www.gov.wales/childrens-rights-information-children#:~:text=All%20children%20in%20Wales%20have,of%20the%20Child%20(UNCRC). • The Additional Learning Needs and Education Tribunal (Wales) Act 2018 https://www.gov.wales/sites/default/files/publications/2018-04/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf

		<ul style="list-style-type: none"> • The Additional Learning Needs Code for Wales 2021 https://www.gov.wales/sites/default/files/publications/2022-06/220622-the-additional-learning-needs-code-for-wales-2021.pdf • Register with EWC if in schools when employed https://www.legislation.gov.uk/wsi/2023/551/part/5/made
	1.2 The scope and purpose of the early years, childcare and play sector	<ul style="list-style-type: none"> • To ensure that early educators/childcare practitioners become part of a high-quality skilled workforce that is committed to provide learning experiences through play, care and link with the 7 Core Aims (WALES) • Curriculum Wales https://hwb.gov.wales/api/storage/9db0a2c4-aa34-4498-9187-d92fc6bbf676/220208-children-young-people.pdf Curriculum for non- maintained nursery settings https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf

	<p>1.3 The purpose of job descriptions and person specifications for defining the expectations and limitations of roles and responsibilities</p>	<p>Job Description: Some childcare and early years roles may not have formal job descriptions; they will however have a contract or agreement that sets out how they are expected to undertake their role.</p> <ul style="list-style-type: none">• Example task: Search a job description for a Day Nursery Worker or Primary School Assistant.• Career Wales https://careerswales.gov.wales/job-information/subjects/childcare-and-early-years-education <p>National Day Nurseries Association Wales. Career Opportunities in Wales</p>  <p>https://ndna.org.uk/firstfiveyearscount/wales-early-years-workforce-careers/</p> <p>WeCare Wales is also a jobs portal for EYCC sector Home How to work in social care and child care WeCare Wales</p>
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	<p>1.4 The importance of recognising and adhering to the limitations of roles and responsibilities</p>	<p>Create links to role of a level 2 practitioner being responsible for delivery of activities under supervision of a higher qualified member of staff to keep them self-safe in practice and comply with policies and reporting lines.</p> <ul style="list-style-type: none"> • https://workingwales.gov.wales/change-your-story/work-in-childcare-play-and-early-years <p>For example, look at multi-disciplinary structures of settings: Primary School: Governing Body, Head Teacher, Deputy Head Teacher, Class Teachers, Childcare Practitioners, Canteen Staff, Caretakers/Janitors. Day Nursery: Manager, Deputy Manager, Childcare Practitioners, Cook, Cleaner.</p>
	<p>1.5 How and when to seek additional support in situations beyond role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter</p>	<ul style="list-style-type: none"> • National Minimum Standards. • Reporting Procedures. • Safeguarding Policy. • Health and Safety Policy. <p>If in doubt link with supervisor/mentor May link in with 004 Safeguarding And 005 Health and Safety For example:</p> <ul style="list-style-type: none"> • 004- if in a setting if there is a disclosure or suspected abuse learners needs secure knowledge of who to report to and the role of safeguarding officer. • 005- Illness, accident and injury reporting, Health and Safety Executive point of contact poster with named person in setting.
	<p>1.6 The purposes of policies and procedures for early years and childcare practice</p>	<p>Policies and procedures: Formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.</p>

	1.7	How to find out about and follow policies and procedures	<ul style="list-style-type: none"> National Minimum Standards for Regulated Childcare for children up to the age of 12 years: https://www.gov.wales/sites/default/files/publications/2023-11/national-minimum-standards-for-regulated-childcare_0.pdf <p>During induction process ask supervisor/mentor and complete reflective log.</p>
	1.8	Why it is important to report practices that are unsafe or conflict with Codes of Conduct and Professional Practice, standards or policies and procedures	<ul style="list-style-type: none"> Ensure optimum care and learning experiences are provided in a safe, caring and stimulating environment. Comply with legislation Link with Care Inspectorate Wales, Estyn. Health and Safety, Safeguarding and Whistleblowing.
	1.9	What is meant by duty of care and why it is important to be open and honest in day-to-day practice	<ul style="list-style-type: none"> Responsibility for safety is everyone's duty of care. Effective communication aid working partnerships between all involved with transparency to uphold the rights of the child. Rectifying/highlighting unsafe practice to ensure children are cared for safely to thrive in the setting.
	1.10	Conflicts and dilemmas that may arise between duty of care and the rights of children and their families/carers	<ul style="list-style-type: none"> Additional Learning Needs More Able and Talented Administering of medicines Accidents and injury Safeguarding referral reports if there are ongoing requests.
	1.11	Accountability for quality of own practice	<p>All procedures followed correctly, and all concerns reported accurately and timely.</p> <p>Speak to supervisor/manager if there is something you need to report/disclose.</p>

	1.12 The importance of reflection and how to use this to improve practice	<p>Important to change practice as soon as an in action if it does not reflect best interests and duty of care of the child/children.</p> <ul style="list-style-type: none"> • Donald Schon: In -action and On -action • Gibbs' reflective cycle (1988) • Kolb's Cycle of Reflective Practice
	1.13 What is meant by the term 'confidentiality'	<p>Data Protection Act- No transfer of unnecessary information that may identify an individual. Name, age, gender, religion, Date of birth, address, bank details, telephone number...</p>
	1.14 How confidentiality can be maintained by early years and childcare worker	<ul style="list-style-type: none"> • If uncertain when parting with information always check with supervisor/management. • Record Keeping: admission forms, observations, accident and injury forms, Individual Developmental Plans. • Storing information in secure areas: paper based in locked files with only authorised access; electronic files with secure passwords.
	1.15 Circumstances when confidential information must be passed on and who this should be passed on to.	<ul style="list-style-type: none"> • When a court requests information. • When suspected abuse to the designated safeguarding officer. • Where multi agencies are all key workers involved with family or child discuss Individual Development Plans. • When involving the child using UNCRC Article -12 participation • Curriculum Wales- Statements of what matters should be shared with staff working with the child and parents/carers.

<p>2. Know how to develop and maintain effective partnership working with others in early years and childcare.</p>	2.1	The principles of working in partnership with others	Others: Would include colleagues, other workers or professionals and families/carers that individuals may come into contact with when caring for and supporting a child
	2.2	The range and roles of other workers and professionals in early years and childcare	<ul style="list-style-type: none"> • Flying start Wales https://www.gov.wales/get-help-flying-start • Educational Psychologists https://www.gov.wales/sites/default/files/publications/2018-03/educational-psychologists-in-wales.pdf • Look at roles of Allied Health professionals who may work with children. For example: Speech and Language Therapists, Dieticians, https://heiw.nhs.wales/our-work/allied-health-professions-ahps/ahp-roles-and-careers/ • Consider the health role cross into education setting. <p>“As Allied Health Professionals (AHPs) we have an important part to play in addressing health inequalities. To help achieve a healthier, fairer society we need to take a life course approach with a focus on early years. This gives every child the best start in life and ensures their needs and rights are met. Disadvantage can start before birth and accumulate over the life-course. Working in early years, we all have a place to make small changes to raise awareness, take action and advocate for reducing health inequalities.”</p> <p>https://heiw.nhs.wales/files/early-years-prevention-toolkit-for-allied-health-professionals/</p>
	2.3	The importance of multi-agency working	<ul style="list-style-type: none"> • All link with child at centre of practice and to uphold UNCRC together with transparency and ensure plans are updated towards health and educational perspectives. links with 004- Safeguarding

		Social Services and Well-being (Wales) Act 2014 https://www.gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-i-introduction-and-overview.pdf
	2.4 The importance of developing good relationships when working with other workers and professionals, carers and families as well as the child	Effective communication that is honest. https://www.gov.wales/sites/default/files/publications/2018-12/theme-5-developing-community-partnerships-and-multi-agency-working-resources-1-2.pdf
	2.5 How to work in ways that build trust	<ul style="list-style-type: none"> • Effective communication • Welcoming positive environments • Setting values and aims • Use of setting policies • Create professional boundaries • Create empathy • Parent and Children Together Days (PACT) • Community focused. https://www.gov.wales/annex-3-developing-family-engagement-community-focused-schools-html#114073
	2.6 The importance of respecting diversity and recognising cultural, religious and ethnic differences when working in partnership.	<ul style="list-style-type: none"> • Provide inclusive and non-discriminative practice. • UNCRC Four Principles – Non-discrimination. https://www.gov.wales/sites/default/files/publications/2021-11/introduction-to-the-united-nations-convention-on-the-rights-of-the-child.pdf

		<p>There are 4 main principles of the UNCRC:</p> <p>Special emphasis is given to four articles, known as general principles, because they are basic to applying all of the other rights.</p> <ol style="list-style-type: none"> 1 Non-discrimination (Article 2) All the rights guaranteed by the UNCRC must be available to all children without discrimination of any kind. 2 Best interests of the Child (Article 3) The best interests of the child must be a primary consideration in all actions concerning children. 3 The Right to Life, Survival and Development (Article 6) Every child has the right to life, survival and development. 4 The Views of the Child (Article 12) Every child has the right to be involved in making decisions, planning and reviewing any action that might affect them. <p>All of the articles cover 3 main themes. Sometimes they're called the 3 P's.</p> <p>Participation These articles are based on the idea of the child or young person as someone who actively contributes to society as a citizen in the here and now – not just someone on the receiving end of good or bad treatment from others.</p> <p>Provision These articles cover the basic rights of children and young people to survive and develop. These range from health care, food and clean water to education and an environment which allows children to develop. The UNCRC states that the best place for a child is normally with their family, and that the Government has a duty to support and assist parents.</p> <p>Protection These articles deal with regulation of children and young people at work, physical, sexual and psychological abuse, discrimination and other mistreatment which many still suffer, including in the UK. The UNCRC asks governments to protect children and young people and, where necessary, to provide rehabilitation for them.</p>  <ul style="list-style-type: none"> • Children's Rights Scheme 2021. https://www.gov.wales/childrens-rights-scheme-2021 • Children's Rights in Wales https://senedd.wales/laid%20documents/cr-ld13405-r/cr-ld13405-r-e.pdf
<p>3. Know how effective team working supports good practice in early years and childcare, play and health and social care (team meeting elements refer to those working within a team and would not include those working alone, e.g. childminders).</p>	<p>3.1 Types of team working and how teams may differ in structure, purpose and composition</p> <p>3.2 The core principles that underpin effective team working</p>	<ul style="list-style-type: none"> • Belbin Team Roles https://www.belbin.com/about/belbin-team-roles • Tuckman's Team & Group Development Model https://youtu.be/-RwkZxGPQb8?si=oCaRbhbnTSHZcZB <p>Working with children may mean that there are areas that require partnerships with multi- agencies or allied health professionals. The duty of care and access to health care, play and learning is crucial for children and is best delivered with trusting, respectful and honest attitudes.</p> <ul style="list-style-type: none"> • UNCRC Article -12 participation including the child into any plans. • Curriculum Wales- Statements of what matters viewing the child as a whole.

		<ul style="list-style-type: none"> • Working Together to Safeguard People: Code of Safeguarding Practice. • https://www.gov.wales/sites/default/files/publications/2022-01/working-together-to-safeguard-people--code-of-safeguarding-practice_0.pdf • Implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018: practitioner guide https://www.gov.wales/sites/default/files/pdf-versions/2022/6/4/1655366828/implementing-additional-learning-needs-and-education-tribunal-wales-act-2018-practitioner-guide-0.pdf
	<p>3.3 Ways in which effective team working contributes to the well-being of children their families/carers.</p>	<ul style="list-style-type: none"> • If relationships are built welcoming non-judgmental and non-discriminative signposting to alternative services becomes clearer for all and children remain safeguarded further. • Consider barriers of communication. • First 1000 days. <p>https://phw.nhs.wales/about-us/working-together-for-a-healthier-wales/section-4-our-priorities/long-term-strategy-accordion-folder/priority-2-promoting-mental-health-and-social-well-being/</p>
<p>4. Know how to handle information in early years and childcare.</p>	<p>4.1 What is meant by the term 'handling information'</p>	<p>When working with children there may be information conveyed orally or written. It is important that individuals receiving care, education and support have the right to confidentiality.</p> <p>Codes of practice outlining the steps to be taken in order to ensure that confidential information is handled appropriately will help organisations to ensure that there are rules to be followed in relation to handling information and all workers know the importance of and how to maintain confidentiality.</p>

		https://www.gov.wales/sites/default/files/publications/2019-07/working-together-to-safeguard-people-information-sharing-to-safeguard-children.pdf
	4.2 What is meant by the term 'data protection'	<p>The General Data Protection Regulation (GDPR) and Data Protection Act 2018</p> <ul style="list-style-type: none"> Ensures sharing of information is secure for example admission forms, observations, medical records, personal data... <p>"An Act to make provision for the regulation of the processing of information relating to individuals; to make provision in connection with the Information Commissioner's functions under certain regulations relating to information; to make provision for a direct marketing code of practice; and for connected purposes." [23rd May 2018]</p> <p>https://www.legislation.gov.uk/ukpga/2018/12/wales</p>
	4.3 Legislation and Codes of Conduct and Professional Practice that relate to the handling of information including: storing, recording, confidentiality and sharing	<p>https://learning.nspcc.org.uk/child-protection-system/wales#heading-top</p> <p>Childcare practitioners should assess their use of data and look at how they gather, hold, and share any personally identifiable information, which includes anything that can be used to identify a specific person.</p> <p>https://www.pacey.org.uk/working-in-childcare/spotlight-on/gdpr-everything-you-need-to-know/</p>
	4.4 'Secure systems used for recording and storing information'	<ul style="list-style-type: none"> Electronic, secure password with authorisation only. Some settings may have limited access to what the worker can view according to role. Paper storage, locked file cabinet with limited access and request for data recorded.

		<p>“Personal data about children and young people may be stored in the following ways:</p> <ul style="list-style-type: none"> • on paper • computer files: <i>Word, Excel, PowerPoint</i> • audio files • digital photographs • electronic programmes” <p>http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit04/02-secure-systems-why-its-important-electronic-information-storage-systems.html</p> <p>Further support: https://www.gov.wales/guidance-schools-implement-information-management-strategy-html</p>
	<p>4.5 Why it is important to have secure systems for recording and storing information in early years and childcare settings</p>	<p>The setting will need to have access to personal information to contact parents and also work with multi-agencies or allied health professionals. It is a breach of Human Rights and GDPR law if information is ‘leaked’ and does not remain confidential.</p> <p>All reports are factual and may be used for future evidence in court or with the health board. These reports need to be retrieved if requested. For example, observations of a child’s development may inform Additional Learning Needs and the discussion with parent/carer may not have happened is information is being gathered this can be a sensitive issue however will the parent/ carer/child can review any documentation held under GDPR regulations.</p>

	<p>4.6 The features of manual and electronic information storage systems that help ensure security of information</p>	<p>As in 003 4.4 with further information.</p> <ul style="list-style-type: none"> • Electronic information storage: password protected, ensure only people who have a need to know can access information. Electronic records require dating and should include the name of the person who wrote the entry. • Firewalls and virus protection are kept up to date to ensure records remain secure. • Manuel information storage: Paper-based information needs to be stored in a secure container that cannot be destroyed by burning. No access to be given to the public. Setting should have policies to ensure workers understand the importance and follow procedures. Records and data need to be stored even if the individual that the records relate to is no longer living. They must be stored securely. Individual Development Plans and any written record will need a date and signature on every entry. It should be legible with black ink. These records are legal documents and can be audited if a court requests the information.
	<p>4.7 What information needs to be recorded, reported and stored</p>	<p>Link with 004 Safeguarding and 005 Health and Safety.</p> <ul style="list-style-type: none"> • Safeguarding • Accident or Injury • Bullying incidents <p>https://safeguardingboard.wales/find-your-board/</p> <p>https://safeguardingboard.wales/2021/04/21/safeguarding-is-everyones-responsibility-an-interactive-guide-and-directory/</p>

	<p>4.8 Ways to record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner</p>	<ul style="list-style-type: none"> • Keep to facts, write actual words spoken by child even if there is offensive language. • Use initials of child • Date • Time • Who is present and signature • Use black ink
	<p>4.9 The difference between fact, opinion and judgement and why understanding this is important when recording and reporting information about children and their families/carers</p>	<ul style="list-style-type: none"> • A child-centred approach: for services to be effective should be based on a clear understanding of the personal outcomes for the child and what matters to them. The rights of the child should be central to the approach and their best interests should always be paramount. • It may be relied on in court therefore just information should be recorded. Any opinions or judgement made that is deemed discriminative or in breach of conduct may result in disciplinary action for the worker
	<p>4.10 The importance of sharing recorded information with individuals and knowing when and why this cannot occur.</p>	<p>All involved will know how to work within the 'best interests of the child'.</p> <ul style="list-style-type: none"> • Individual Development Plan • Golden rules to sharing information • Social Services and Well-being (Wales) Act 2014 <p>Working Together to Safeguard People Information sharing to safeguard children non-statutory guide for practitioners. https://www.gov.wales/sites/default/files/publications/2019-07/working-together-to-safeguard-people-information-sharing-to-safeguard-children.pdf</p>

<p>5. Understand the importance of upholding the profession of early years and childcare worker.</p>	5.1	Positive role modelling in early years and childcare	Be aware of influences on children through everything that is spoken, actions, be aware of
	5.2	Why it is important not to behave in a way, in work or outside of the workplace/setting , which would call into question suitability to work in the early years and childcare profession	<p>Workplace/setting: Would be the setting in which care, play, learning and development is provided e.g. day nursery, cylch meithrin, playgroup.</p> <ul style="list-style-type: none"> • Ensure that parents/carers trust and are satisfied with the care and support their child receives. • Professional values are upheld within the National Occupational Standards (NOS) and/or Educational Workforce Council. (EWC)
	5.3	The relationship between the use of social media and personal conduct	<ul style="list-style-type: none"> • Use privacy settings. • Remain professional and positive when posting or sharing any content related to your school or learners • Follow setting social media policy (if it has one), and comply with other policies the setting has for using the internet and technology • Pay particular attention to any rules about who can access school social media accounts • Use a school e-mail address or setting email address to register social media accounts • Ensure the setting's approach and expectations around responding to posts and comments – both positive and negative – and never enter into an argument online, as this will only exacerbate the situation <p>https://hwb.gov.wales/keeping-safe-online/resources/a-practitioners-guide-to-using-social-media#i-use-social-media-in-my-role-as-a-practitioner-%E2%80%93-what-do-i-need-to-consider?</p> <p>https://hwb.gov.wales/keeping-safe-online/resources/a-practitioners-guide-to-using-social-media</p>

		https://hwb.gov.wales/keeping-safe-online/
	5.4 What constitutes as misuse of social media and the implications of this on practice	<ul style="list-style-type: none"> • Use of own personal mobile device for contacting children and/or parents/carers unless it is an emergency. • Breaching confidentiality if a serious incident occurs, it may attract intense media interest and speculation. • Failure to report any of the following: discovery of indecent images or videos of children and young people; behaviour considered to be 'grooming'; sending of obscene materials; attempts to radicalise or the sharing of extremist views. https://hwb.gov.wales/api/storage/133eb503-0939-4418-ac43-c04877527803
	5.5 Why it is important not to form inappropriate relationships with children, their families/carers, colleagues and others	Not to face misconduct and to ensure professional boundaries are maintained, in particular to work transparent to safeguarding children, own self and future career.
	5.6 Why it is important to recognise and use sensitively, the power that comes from your role in working with children, their families/carers and not act in any way that abuses this power.	<ul style="list-style-type: none"> • Open door policy. • Establish continuing partnerships where home to setting links are crucial for children's future. <p>Ensure Children's Rights are upheld. https://www.childcomwales.org.uk/wp-content/uploads/2017/04/The-Right-Way.pdf</p>

<p>6. Know how continuing professional development contributes to professional practice. * Supervision and appraisal elements refer to those working within an employed role and would not include those who are self-employed, e.g. childminders.</p>	6.1	What is meant by the term 'continuing professional development'	Updating skills according to any new changes required to support children's care, play and learning. Completing any necessary training to enhance skills.
	6.2	Legislative requirements, standards and Codes of Conduct and Professional Practice that relate to continuing professional development	Codes of Conduct and Professional Practice: Should include The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales, Social Care Wales or Welsh Government.
	6.3	The Welsh Language Standards	Foster the use of Welsh in any setting. Ensure any documentation given is bilingual. <ul style="list-style-type: none"> • Care Inspectorate Wales https://www.careinspectorate.wales/more-just-words-practice-guidance-html • Active Offer https://socialcare.wales/cms-assets/documents/150928activeoffersocialservicesen.pdf
	6.4	How to evaluate own knowledge, understanding and practice against relevant standards and information	Be honest with own abilities and compliance with National Occupational Standards and Curriculum Wales. For example: <ul style="list-style-type: none"> • What are you completing with ease or enjoying about your role? • What is it that you find difficult in your role? • What support will you need? • How can you access further training?
	6.5	The responsibilities of employers and workers for continuing professional development	<ul style="list-style-type: none"> • To have a transparent open and positive conversation to establish contribution to teamworking and upholding the reputation of the setting. • Enable timed appointments

		<ul style="list-style-type: none"> Follow up from previous appraisal notes to check if employer or worker has met their set targets. To uphold professional standards.
	6.6 Learning opportunities available to employers and workers and how these can be used to improve knowledge and practice	<p>Learn from experienced staff or reports from previous inspections on quality of provision from either or all of:</p> <ul style="list-style-type: none"> Local Authority Estyn Reports Care Inspectorate Reports The Future Generations Report 2020 <p>https://www.futuregenerations.wales/wp-content/uploads/2020/06/Chap-3-Culture-and-Lang.pdf</p>
	6.7 How to access and use information to support knowledge and best practice relevant to role	<ul style="list-style-type: none"> Attendance of meetings Ask if not certain of any task Access training via setting or seek an accessible course you are interested in to expand your knowledge. Research using trusted sources
	6.8 How to apply learning to practice and transfer knowledge and skills to new situations	<ul style="list-style-type: none"> Be confident to trial-and-error activities. Be patient to learn and develop new skills. Seek a positive role model in the setting to aid.
	6.9 Why it is important to seek and learn from feedback on practice from children, their families/carers, colleagues and others	<ul style="list-style-type: none"> Address coherent partnership as best practice of working together. Enable trust and respectful
	6.10 The principles of reflective practice and why this is important	<p>Look at theorist Donald Schon: Reflection-<i>in</i>-action and Reflection-<i>on</i>-action.</p> <p>Everyone wants to do their job well to support children in care and learning.</p>

		<p>Reflection of our own self enables us to consider elements that we may view as 'went well' good practice; 'not so well' improve practice.</p> <p>New laws and changes within Welsh Government may require new working policies and training.</p>
	6.11 The purpose of supervision and appraisal	To aid development aims and support further areas of training to aid career progression. To establish positive ethos amongst staff which addresses poor practice and target setting to improve.
	6.12 The role and responsibilities of employers and workers for undertaking supervision and appraisal	<p>Employers have roles and responsibilities for supervision and appraisal, including: to ensure that the childcare worker is clear about their role, responsibilities, and accountability and qualified for them. to reflect on, analyse and evaluate their practice.</p> <p>Worker:</p> <ul style="list-style-type: none"> • General information - Provides context about what you do in all aspects of your job role. • Keeping up to date – Ensures you can access training to enhance the quality of your professional work • Review of your practice - Evaluating and improving the quality of your professional work • Feedback on your practice – Ask for advice and act on feedback about the quality of your work.
	6.13 The use of reflective practice in supervision and appraisal	<p>Reflective Practice: Is being able to reflect on actions and learn from them to improve practice.</p> <p>Aids future Continuing Professional Development (CPD) or Personal Development Plans (PDP)</p>

	6.14 The importance of effective supervision, reflective practice and relevant learning opportunities on the well-being of children, their families/carers	Reflective practice enables an insight to achieve a better awareness of ourselves, our knowledge and understanding, our skills and competencies, and workplace practices in general to sign post families/ carers to alternative support in addition to the setting.
	6.15 Areas of work where literacy, numeracy and digital competency skills are needed to support professional practice	<ul style="list-style-type: none"> • Cross-curricular skills frameworks https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks • Completing documentation for example accident form: What happened? (literacy) Time of accident? (numeracy) • Completing one-page profiles. • Use of an app if the setting requires to update parents/carers on their child/children's progression. For example: Daily Diary's may be written, (literacy) it may have amounts of fluid drank or times of sleep, (numeracy) • Progression reports or updates targets. • Digital Competency: May also can be known as digital literacy or information and communication technology.
	6.16 Ways to develop own literacy, numeracy and digital competency skills	<p>Attend all resist of GCSE/Essential skills offered alongside vocational course as per ESTYN and workforce recruitment requirement.</p> <ul style="list-style-type: none"> • A review of the current 16-19 curriculum in Wales https://www.estyn.gov.wales/system/files/2022-10/A%20review%20of%20the%20current%2016-19%20curriculum%20in%20Wales_0.pdf • Update CPD or PDP

	<p>6.17 Ways to develop own Welsh language skills to support the language choice of children within early years and childcare settings and their families/carers.</p>	<p>Use apps, training, ask in settings, practice conversations with peers, instruct children in use of everyday Welsh words.</p> <ul style="list-style-type: none"> • Welsh-Language-Skills-in-your-workforce-using-them-effectively-Early.pdf https://socialcare.wales/cms-assets/documents/Welsh-Language-Skills-in-your-workforce-using-them-effectively-Early.pdf
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Unit 004: Safeguarding Children

Learning outcome The learner will:	Assessment criteria The learner will be assessed on:	Amplification
1. Understand the purpose of legislation, national policies and Codes of Conduct and Professional Practice in relation to the safeguarding of children.	1.1 What is meant by the term 'safeguarding'	<ul style="list-style-type: none"> • Safeguarding of children and young people from abuse and neglect • Promotion of child welfare and establishing guidelines to prevent abuse and improve child safety on a daily basis.
	1.2 What is meant by the term 'e-safety'	<ul style="list-style-type: none"> • Safeguarding children and workers from harm arising from the misuse of digital technologies and the web. • Ensuring safe practices by children and staff when using ICT.
	1.3 The main categories of abuse and neglect	Different categories of abuse should include: <ul style="list-style-type: none"> • Physical • Emotional • Sexual • Neglect Discuss financial abuse...
	1.4 Common signs and symptoms associated with harm, abuse and neglect	Signs, symptoms, and indicators of each category of abuse and neglect (physical, emotional, behavioural, and social). Where might this happen? Who might be involved or causing this?
	1.5 Legislation, national policies and Codes of Conduct and Professional Practice that relate to the safeguarding of individuals – both adults and children and what these mean in practice	Legislation, national policies and Codes of Conduct and Professional Practice that relate to the safeguarding of individuals: <ul style="list-style-type: none"> • Children - United Nations Convention on the Rights of the Child 1989 • Children - Children Act 1989 and 2004

		<ul style="list-style-type: none"> • Children – Wales Safeguarding Procedures (2019) • Children - Working Together under the Children Act 2004 • Generic - Data Protection Act 1998 • Generic – General Date Protection regulation 2018 (GDPR) • Generic - Human Rights Act 1998 • Generic - Mental Health Act revision 2007 • Generic - Mental Capacity Act 2005 • Generic - Equality Act 2010 • Generic - Safeguarding of Vulnerable Groups Act 2006 • Generic - Social Services and Well-being (Wales) Act 2014 • Generic - Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 • Generic - Prevent Strategy 2015. (Policies and procedures: Formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.
	<p>1.6 How legislative frameworks underpin the rights of children to be protected from harm, abuse and neglect</p>	<p>The history of child protection in the UK (timeline) https://learning.nspcc.org.uk/child-protection-system/history-of-child-protection-in-the-uk</p>
	<p>1.7 The roles of different agencies and people involved in safeguarding the welfare of children in the context of the setting</p>	<p>Discuss different agencies that may be involved, roles and responsibilities and collaborative working.</p> <ul style="list-style-type: none"> • Social worker • Police • National Society for the Prevention of Cruelty to Children (NSPCC)

		<ul style="list-style-type: none"> • Local Safeguarding Children Boards • Health visitors • Medical Staff • Child Psychologist • Youth Justice Service • Probation Service • Care and Education Staff
	1.8 How concerns or incidences should be recorded and reported.	<ul style="list-style-type: none"> • Listen to the child. • Do not ask the child questions but try to encourage them to speak. • Explain to the child what you will have to do. • Do not promise to keep what's said a secret. • Write up a record of what the child told you. • Record the date, time and place and the names of the people present. • Report your concerns to those responsible for child welfare in the setting e.g., safeguarding lead/officer.
2. Understand how to work in ways that safeguard children from harm, abuse and neglect.	2.1 The role and responsibilities of early years and childcare workers in safeguarding	<p>Early Years and Childcare Workers: Those working within early years and childcare settings and the early years' workforce working in different sectors (e.g., health, education) including those supporting the family such as health visitor assistants or Flying Start family workers.</p> <p>Worker: Would be the person providing care, learning and development services for children</p>
	2.2 The role of advocacy in relation to safeguarding	<p>Advocacy: The Social Services and Well-Being (Wales) Act 2014 defines "Advocacy services" as: services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support.</p>

		<p>Advocacy supports a rights-based approach as it gives children and young people a voice, as Article 12 of the United Nations Convention on the Rights of the Child states "Your right to say what you think should happen and be listened to".</p> <p>It supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices and could include:</p> <ul style="list-style-type: none"> • self-advocacy • informal advocacy • collective advocacy • peer advocacy • citizen advocacy • independent volunteer advocacy • formal advocacy • independent professional advocacy <p>National Youth Advocacy Service (NYAS) - provide support for children in care or who are subject of a child protection plan (active offer). https://www.nyas.net/</p>
	<p>2.3 The importance of establishing relationships that support trust and rapport with children their families/carers</p>	<p>Building trust and respect helps childcare workers to develop positive relationships with parents/carers. Positive outcomes for children will be achieved by working in partnership and where there is a clear emphasis on the safety and welfare of the child.</p>

	<p>2.4 The importance of child-centred practice in safeguarding</p>	<p>In order to take a child centred approach, you must:</p> <ul style="list-style-type: none"> • ensure that you recognise the rights of the child set out in the UNCRC - Article 12 states "Your right to say what you think should happen and be listened to". • Always focus on the child giving prominence to their needs and interests. • build a good relationship with children and their families/carers. • listen to the child. • respect and value every child.
	<p>2.5 The importance of working in ways that uphold the rights of children their families/carers</p>	<ul style="list-style-type: none"> • Children and young people need clear information about who they can talk to and how to get support, as well as what might happen next. • The practitioner's response is also important when a child talks about their fears, anxieties and concerns. • Respond in a sensitive manner and demonstrate that you believe what they have said. • Take time to listen to the children and young people. • Ensure they know that you are pleased they have told you and reassure them that they are not to blame. • Emphasise that they are not in trouble and that they have behaved correctly.
	<p>2.6 How to ensure that children their families/carers can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed</p>	<p>Close relationships with parents/carers help develop an awareness of their role in taking care of the welfare of children. All parents/carers should receive information on the setting's policies, including the Child Protection Policy.</p> <p>A setting which promotes an atmosphere and ethos that enables children, staff, and volunteers to express any worries and gives assurance to parents/carers and families/carers that the setting will respond positively to their concerns.</p>

	<p>2.7 How to make children, their families/carers aware of how to keep themselves safe</p>	<p>Family/carers Safety: A guide for parents/carers to keep children and young people safe from sexual abuse https://bit.ly/2YcSBV6</p> <p>Children need to know that their body belongs to them, that they have the right to say no, and that they should tell a safe adult if they are worried. Children need to learn the correct names for the parts of the body and what to do Discuss PANTS (NSPCC) https://bit.ly/2EyJEqD</p>
	<p>2.8 How to make children, their families/carers aware of the risks associated with the use of social media, internet use and mobile phones</p>	<p>NSPCC -Keeping children safe online https://bit.ly/2Zhsf0E</p> <ul style="list-style-type: none"> • Support children and young people in understanding the importance of agreeing on boundaries for the amount of time a child spends watching television, online or on their mobile phone etc. • Encourage parents to install software to control and monitor the child's internet use. • Support children and young people in understanding the importance of not sharing personal information about themselves. • Support children and young people when interacting with friends online, by asking them to consider whether they would speak to 'real life' friends in the same way as they speak to online friends. • Support children and young people in considering what pictures they share online.
	<p>2.9 How to work in ways that keep both the early years and childcare worker and child safe.</p>	<p>Worker: Would be the person providing care, learning and development services for children.</p> <ul style="list-style-type: none"> • All staff must be checked by the Disclosure and Barring Service (DBS)

		<ul style="list-style-type: none"> • Childcare workers need to work in a way that protects children and young people who may be at risk of harm. • The setting must have clear policies and procedures in place, staff must ensure that they understand the policies and how they should be applied, in the setting and offsite. <p>To protect themselves from accusations or suspicion staff need to:</p> <ul style="list-style-type: none"> • Understand the policies for undertaking personal care, such as nappy changing. • Do not work in a room with a child alone with the door shut. • Dress appropriately for the tasks you need to complete.
<p>3. Understand the factors, situations and actions that can lead to or contribute to harm, abuse or neglect.</p>	<p>3.1 Why some children, their families/carers are likely to be more at risk from harm, abuse or neglect</p>	<p>Some children are at risk of being abused, e.g., if they:</p> <ul style="list-style-type: none"> • are in care. • are seeking asylum. • are living with a parent/carer with problems with drugs or alcohol. • are experiencing mental health problems. • are in an abusive relationship domestically. • are living with a parent/parents/carer/carers with low self-esteem or who are isolated. • are living with a parent/parents/carer/carers who fear spoiling the child and think punishment is important. • are living with a parent/parents/carer/carers who fail to control their children. • are living in poverty, unsuitable housing or in a deprived area. • with a parent/parents/carer/carers abused or neglected themselves as children • have a disability. • have suffered adverse experiences.

	<p>3.2 How adverse childhood experiences are factors which can lead to or contribute to harm, abuse or neglect in children</p>	<p>Adverse Childhood Experiences (ACEs) (Wales) - This short, animated film has been developed to raise awareness of ACEs, their potential to damage health across the life course and the roles that different agencies can play in preventing ACEs and supporting those affected by them. https://youtu.be/YiMjTzCnbNQ?si=WQDw9WvH7X13HhNY www.aces.me.uk https://youtu.be/-vlqJK8Nu1Q</p>
	<p>3.3 Why abuse may not be disclosed by adults, children, family, friends, workers and volunteers</p>	<ul style="list-style-type: none"> • Children and young people may fear the consequences of disclosing abuse. • Some children do not talk about abuse for a long time, while others may never tell anyone. • Some may feel that the abuse is normal if it is being carried out by someone they love and trust and they do not understand it is wrong. • They may be worried that their disclosure may be denied or ignored or that they will not be protected if they do disclose. • They may worry about getting into trouble with the person they tell or the abuser. They may also fear getting the abuser into trouble. • The individual may tell friends about abuse, but the friends may not pass the information on in fear of breaking their friends trust, or possible consequences for their friend. • Disabled children may be less likely to disclose abuse because of language and communication difficulties, or a difficulty in understanding the difference between good and bad touching, which means therefore they do not understand that it is inappropriate.

	<p>3.4 Actions, behaviours or situations that may lead to, or increase risk of harm or abuse</p>	<p>Actions, behaviours or situations that increase the risk of harm or abuse could include:</p> <ul style="list-style-type: none"> • adverse childhood experiences • asylum seeking • criminalisation • different types of bullying • domestic abuse • female genital mutilation • forced marriages • looked after children • hate crime • homelessness • human trafficking/modern slavery • additional learning needs • mental ill-health • poverty • radicalisation • self-neglect • sexual exploitation • substance misuse.
	<p>3.5 Signs of domestic abuse</p>	<p>Domestic abuse includes physical, emotional, sexual, psychological or economic abuse. Domestic abuse can happen to anyone regardless of gender or sexuality. These are some of the signs of domestic abuse:</p> <ul style="list-style-type: none"> • someone who is mocked. • someone who is afraid of their partner. • someone who suffers from depression, anxiety or are not as happy as they used to be. • someone who feels isolated or is forbidden from having contact with family/carers and friends.

		<ul style="list-style-type: none"> • someone who lives with a jealous or possessive person. • someone who is verbally abused. • someone who lives with a person who tells them they are worthless and that they could not cope without them. • someone who threatens violence or death. • someone who is criticised constantly. • someone who is controlled financially, or over what they wear, who they see, where they go and what they think. • someone who is dominated or controlled. • someone who is unsure of their own view. • someone who is locked out of the house during a row. • someone who is blamed for the abuse or the rows. • someone who is prevented from attending college or going to work. • someone who has changed the way they use social media, posting fewer things, removing pictures from their profile, deleting friends. • someone who constantly apologises for the behaviour of the other person.
	<p>3.6 Different types of bullying and its potential impact</p>	<p>Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time and which intentionally causes anxiety or harm.</p> <p>Physical – Boys tend to experience more violence and physical threats when being bullied, however, physical assault between girls is becoming more common. Physical attacks could include, hitting, kicking, stealing, sexual violence and harassment.</p> <p>Verbal – This is the most common type of bullying which includes name calling, insults, mockery due to characteristics ethnic origin, nationality, skin colour, sex or disability.</p>

		<p>Emotional – Starting unfounded rumours, refusal to speak to someone, exclusion from groups.</p> <p>Cyberbullying – Sending malicious messages via email or text. This also occurs on social media sites too.</p> <p>Homophobic - it can take the form of physical, verbal or emotional bullying based on alleged sexuality or not.</p> <p>Racial – it can take the form of physical, verbal or emotional bullying based on race.</p>
	<p>3.7 The common features of perpetrator behaviour and grooming</p>	<ul style="list-style-type: none"> • Children may develop inappropriate relationships with a stranger – this could be online or with someone they know, family member, friend or professional. • Grooming is when someone develops an emotional relationship with a child or young person to abuse them or exploit them sexually. • The groomer may trick the victim into thinking they are in a loving relationship. • The abuser may extort or threaten the child. • Sometimes the abuser is someone who plays a significant role in the child's life. • The abuser will be eager to keep things secret.
	<p>3.8 The value of learning from reviews and reports into serious failures to protect individuals from harm, abuse or neglect.</p>	<p>The purpose of the review is to identify what has been learned for future practice. It also identifies ways in which professionals and agencies can improve how their work together to protect children. Child practice reviews encourage agencies, staff and families/carers to think about what happened in order to learn from it and develop more skilled and confident practice in the long term.</p> <p>Discuss the death of Victoria Climbié (2000), Lord Lambing inquiry and changes to the Children's Act 2004 and the way child protection policies were implemented in the UK.</p>

		Discuss individual cases of... Holly Wells and Jessica Chapman, Peter Connelly (Baby P) 2007, Daniel Pelka 2012, Rochdale inquiry and more recent cases Lola James, Arthur Labinjo-Hughes, Star Hobson, Logan Mwangi, Harvey Borrington and Sebastian Kalinowski.
4. Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding.	4.1 Approaches used to respond to suspected, disclosed or alleged harm, abuse or neglect	The 4 Rs of safeguarding <ul style="list-style-type: none"> • Recognise • Record • Report • Refer
	4.2 The boundaries of confidentiality in relation to safeguarding and information that must be shared	<ul style="list-style-type: none"> • Data Protection Act 1998 • GDPR 2018 • Duty of Care
	4.3 Actions to take if harm, abuse or neglect is suspected, disclosed or alleged	Safeguarding officer/lead Setting's policies and procedures – discuss the content of Safeguarding policy
	4.4 Actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place	<p>Actions and statements could adversely affect the use of evidence in future investigations.</p> <p>This may include:</p> <ul style="list-style-type: none"> • asking inappropriate questions • asking leading questions • putting undue pressure on the individual • not following legal and other agreed procedures <p>changing information (removing or adding information)</p>
	4.5 What is meant by the term 'whistleblowing'	<p>Discuss whistleblowing policy and how the contents differ from 'Safeguarding' policy.</p> <ul style="list-style-type: none"> • Drawing attention to unlawful actions taking place within an organisation.

		<ul style="list-style-type: none"> • Reporting the misconduct of a worker/manager to someone else within the organisation. • Encouraging and enabling workers to report serious cases rather than disregard them. <p>Workers have a moral duty to 'blow the whistle.'</p>
4.6	The importance of reporting any concerns about possible harm, abuse or neglect and the duty that everyone has to do this	<p>Discuss the importance of reporting concerns:</p> <ul style="list-style-type: none"> • Risk to individual or others • A law has been broken
4.7	What should be reported and recorded, when this should happen and how this information is stored	<p>What should be reported and recorded:</p> <ul style="list-style-type: none"> • what was observed? • what was heard? • what was disclosed/said to you? • date and time the incident took place. • location • people involved. • sign and date
4.8	Potential barriers to reporting or raising concerns and how these need to be addressed	<p>Discuss the potential barriers for...</p> <ul style="list-style-type: none"> • adults, children, and young people • staff or volunteers • family and friends
4.9	How to record written information with accuracy, clarity, relevance and an appropriate level of detail	<p>Group activity</p> <p>Use examples, discuss content and detail of reports.</p> <ul style="list-style-type: none"> • Accuracy • Clarity • Relevance • Level of detail

	<p>4.10 The difference between fact, opinion and judgement and why understanding this is important when recording and reporting information</p>	<p>Define fact, opinion and judgement, highlight and discuss differences of examples given as a pair, feedback to the group.</p> <ul style="list-style-type: none"> • Something that has been proven to be correct. • A point of view about something that is not based on facts or information. • The ability to form an opinion and make good decisions or come to a conclusion about something specific.
	<p>4.11 Actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting.</p>	<ul style="list-style-type: none"> • Report again to manager/safeguarding officer/lead immediately. • Record the facts and concerns. • Follow setting's safeguarding policy and procedures. <ul style="list-style-type: none"> • Use 'whistleblowing' policy

Unit 005: Health and Safety in Children’s Care, Play, Learning and Development

Learning outcome The learner will:	Assessment criteria The learner will be assessed on:	Amplification
1. Know how to meet legislative requirements for health and safety in the workplace setting.	1.1 Key legislation that relates to health and safety in the workplace/setting and what this means in practice	<p>In order to know and understand the background that relates to key legislation, learners should understand the basic process of a bill becoming law, and passed by UK Parliament to become a legislative Act:</p> <p>The following Acts will need to be addressed as part of the key legislation for Health and Safety:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act 1974 • The Management of Health and Safety at Work Regulations 1999 • Workplace (Health, Safety and Welfare) Regulations 1992 • Manual Handling Operations Regulations 1992 • Provision and Use of Work Equipment Regulations 1998

		<ul style="list-style-type: none"> • Lifting Operations and Lifting Equipment Regulations 1998 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 • Personal Protective Equipment (PPE) at Work Regulations 1992 • Control of Substances Hazardous to Health (COSHH) Regulations 2002 • NICE guidelines quality standards <p>Key legislation and standards related to infection prevention and control</p> <ul style="list-style-type: none"> • National Institute for Health and Care Excellence (NICE) Quality Standard 61 Infection Prevention & Control April 2014 • World Health Organisation (WHO) Clean Care is Safer Care: Five Moments for Hand Hygiene • Control of Substances Hazardous to Health Regulations (COSHH) (2002) • Standard Infection Control Precautions (SICPS) Public Health Wales (2013) • Welsh Healthcare Associated Infection programme (WHAIP) Procedure No 6 – management of blood and body fluid spillages (WAG 2009) • All Wales NHS Dress Code, Free to Lead Free to Care
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	<p>1.2 The responsibilities of employers, the worker and others for health and safety at work</p>	<p>Learners should know and understand the responsibilities of employers for ensuring the health, safety and welfare of children, employees and any visitor.</p> <p>Responsibilities to include:</p> <ul style="list-style-type: none"> • The daily management of Health and safety risks • The cooperation by employers with this act. <p>To include:</p> <p>Early years providers have a duty to:</p> <ul style="list-style-type: none"> • Follow the settings health and safety procedures and policies. • Comply with general health and safety policies • Arrangements for regular inspections of environment, monitoring and reporting • Staff health and safety training, including assessment of risk • Recording and reporting accidents to staff, pupils and visitors
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		<ul style="list-style-type: none"> • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) • Policy and procedures for off-site visits, • Health and safety emergencies, including procedures and contacts • First aid for staff and pupils
	<p>1.3 The importance of working within the limits of own role and responsibilities</p>	<p>Learners should know and understand the importance of working within the limits of own role and responsibilities:</p> <p>To include:</p> <ul style="list-style-type: none"> • Planning – leaders should set the direction for effective health and safety management. • Doing – to introduce management systems and practices that ensure risks are dealt with sensibly, responsibly and proportionately. • Checking – to monitor and report any concerns or health and safety issues. • Acting – the importance of a formal management review of the settings health and safety performance
	<p>1.4 The importance of raising concerns about practices or working conditions that are unsafe or pose a risk.</p>	<p>Learners should know and understand the importance of raising concerns about practices or working conditions that are unsafe or pose a risk.</p> <p>To include:</p> <ul style="list-style-type: none"> • The responsibilities of employers, the workers and others for health and safety at work

		<ul style="list-style-type: none"> Responsibilities for ensuring the health, safety and welfare of children, employees and any visitor
<p>2. Know how risk assessments are used to support health and safety in the work setting.</p>	<p>2.1 'Risk assessment' in relation to health and safety</p>	<p>Learners should know and understand the process of assessing levels of risk in relation to health and safety</p> <p>To include:</p> <ul style="list-style-type: none"> The duty of staff to ensure their own safety The importance of undertaking risk assessments of the building, both inside and out The importance of ensuring assessment records are completed and securely kept Assessing risks and potential harm to all in the work setting Following workplace health and safety policies Providing suitable equipment such as washing facilities, drinking water and toilets <p>Learners should understand the role of childcare workers in assessing risk to check for:</p> <ul style="list-style-type: none"> The danger of harm in the work setting Completing daily visual risk assessment Gaining knowledge of the setting's policies and procedures

	<p>2.2 Key legislation that relates to accidents, incidents and emergencies</p>	<p>Learners should know and understand the key legislation that relates to accidents, incidents and emergencies.</p> <p>Key legislation:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act 1974 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 • Personal Protective Equipment (PPE) at Work Regulations 1992 <p>To include key terminology:</p> <p>Accidents: Something that occurs unexpectedly and unintentionally, typically resulting in damage or injury e.g. child has fallen.</p> <p>Incident(s): An instance(s) of something happening; a one-off event or occurrence, e.g. parent has not picked child up.</p> <p>Emergencies: Serious, unexpected situations requiring immediate action, e.g. missing child.</p>
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	<p>2.3 The types of accidents, incidents, emergencies and health and safety hazards that may occur in the workplace/setting</p>	<p>Learners should know and understand the types of accidents, incidents, emergencies and health and safety hazards that may occur in the child Workplace/setting:</p> <p>To include: Day nursery, cylch meithrin, playgroup.</p> <p>The importance of the role of childcare workers to minimise risk and to prevent accidents and injuries.</p> <p>To include the most common accidents amongst children, for example:</p> <ul style="list-style-type: none"> • Falls/slips • burns • choking • suffocating • drowning • poisoning <p>To include the most common workplace incidents, for example:</p> <ul style="list-style-type: none"> • violence • missing child • exposure to harmful chemicals

		<ul style="list-style-type: none"> • damage to building/equipment • intruder <p>To include the most common workplace emergencies, for example:</p> <ul style="list-style-type: none"> • Security • Fire • Flood • Gas leak • Electrical fault • Significant harm to health
	<p>2.4 The importance of risk assessment in the identification of hazards related to the work setting or work activities</p>	<p>Learners should know and understand the risk assessment process to identify what hazards exist or may cause harm and to take steps to minimise harm.</p> <p>To gain an understanding of a risk assessment matrix for the assessment of the severity rating and likelihood of severity occurring of potential risks and hazards.</p> <p>Risk assessment must be completed with consideration to all people involved in the setting</p> <p>To include:</p> <ul style="list-style-type: none"> • Children and young people • Staff • Parents/carers • Visitors

	<p>2.5 Responsibilities for carrying out, recording and following risk assessments for work activities</p>	<p>Learners should understand the importance of the responsibility involved to carry out, record and follow risk assessments.</p> <p>To include: To help children and young people to assess risk to themselves.</p> <p>To know how to complete risk assessments completed in early years settings such as:</p> <ul style="list-style-type: none"> • Moving and handling • The arrival and departure of children • School outings • Off site visits
	<p>2.6 The difference between formal recorded risk assessments and those that are carried out routinely as part of working practice, e.g. checking a room for tripping hazards on entry</p>	<p>Learners should know and understand the differences between formal and routine risk assessments.</p> <p>Understanding how they need to meet the following procedures:</p> <p>To include:</p> <ul style="list-style-type: none"> • To look for the dangers • Assess for any danger • Identify level the risk

		<ul style="list-style-type: none"> • Identify action required to reduce risk • Record the findings <p>To gain the knowledge and understanding of reviewing risk assessments to check for the following:</p> <p>To include:</p> <ul style="list-style-type: none"> • Have any changes occurred? • Are any improvements necessary? • Have any problems been identified? • What action should be taken? • What changes if any need to be made for future practice. <p>To gain the understanding of the importance of routine checks for risks and hazards through safety checks and formal recorded risk assessments such as for off site visits.</p>
	<p>2.7 The importance of reporting concerns or incidences that have or may be likely to occur.</p>	<p>Learners should know and understand the importance of reporting concerns or incidences that have or may be likely to occur.</p> <p>To include:</p> <p>Childcare workers at the setting need to be aware and have good knowledge of key legislation relating to incidences:</p> <ul style="list-style-type: none"> • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) • Control of Substances Hazardous to Health Regulations (COSHH) (2002)

		<p>To include:</p> <ul style="list-style-type: none"> • Aims to minimise any harm to children and adults in work setting • To put controls on the use of substances that can cause harm • To ensure substances are kept locked and out of the reach of children
<p>3. Know how to promote fire safety in work settings.</p>	<p>3.1 Key legislation that relates to fire safety</p>	<p>Learners should know and understand the key legislation that relates to fire safety.</p> <p>To include:</p> <ul style="list-style-type: none"> • Protect workers and employers in work settings • Safety policies relate to safety procedures in case of fire, accidents or any other emergency. • Following the appropriate procedures. • Appropriate use of equipment • Employees promoting the health and safety of workers • Regular training for risk assessment • Employees to be trained in fire safety, including duties and how to use fire extinguishers.

		<p>To gain an awareness of the:</p> <p>Fire Precautions (Workplace) Regulations 1977 -When a workplace is registered, it will be inspected by fire officers who will give advice with regard to keeping the workplace safe.</p> <p>The Regulatory Reform (Fire Safety) Order 2005 Responsible for risk assessments to identify, manage and minimise the fire risk at the setting.</p> <p>The following legislation and the regulations state the general duties that need to be followed to ensure fire safety:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act 1974 • The Regulatory Reform (Fire Safety) Order 2005 • Control of Substances Hazardous to Health Regulations (COSHH) (2002) • The Provision and Use of Work Equipment Regulations 1998 The Electrical Equipment (Safety) Regulations 1994 • The Management of Health and Safety at Work Regulations 1999 • Workplace (Health, Safety and Welfare) Regulations 1992
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	<p>3.2 The responsibilities of the employer, the worker and others for fire safety in the work setting</p>	<p>Learners should know and understand the workplace responsibilities of the employer, the worker and others for fire safety.</p> <p>To include:</p> <p>Employers:</p> <ul style="list-style-type: none"> • To promote the health and safety of workers • To arrange training for the workers • Check fire extinguishers regularly. • To ensure staff are confident in undertaking risk assessments. • Place fire blankets in the kitchen <p>Workers:</p> <ul style="list-style-type: none"> • follow procedures. • correct use of equipment • avoid endangering colleagues. • know how to evacuate the building. • carry out regular drills at different times during the day.
	<p>3.3 Practices that prevent fires from starting and spreading</p>	<p>Learners should know and understand appropriate practices that prevent fires from starting and spreading.</p> <p>To include:</p>

		<ul style="list-style-type: none"> • Checking and ensuring safety checks are carried out. • Risk assessment with regard to fire safety • Testing the fire alarm • Smoke detector in each room • Checking the smoke detector battery regularly • Flammable products should be stored away safely. • Clear signs on fire exits • Keep fire exits clear. • Checking electrical equipment regularly • Checking cables and wires to ensure there is no damage. • Know how to use fire extinguishers.
	<p>3.4 The importance of knowing about fire evacuation procedures</p>	<p>Learners should know the importance of fire evacuation procedures.</p> <p>To include:</p> <ul style="list-style-type: none"> • How to evacuate the building • Fire evacuation procedures in childcare settings • Fire drills to be practised regularly. <p>Ensuring children and staff are familiar with evacuation procedures</p>

	<p>3.5 The importance of maintaining clear exit routes at all times.</p>	<p>Learners should know and understand the importance of maintaining clear exit routes at all times.</p> <p>To include:</p> <ul style="list-style-type: none"> • Signs should be placed in rooms showing the steps to be taken in case of fire. • Every fire exit should be kept clear. • Fire extinguishers should be checked regularly and placed in appropriate locations. • Fire blankets should also be available in the kitchen.
<p>4. Know the principles of 'moving and handling' and 'moving and positioning'.</p>	<p>4.1 What is meant by the terms moving and handling and moving and positioning</p>	<p>Learners should know and understand the meaning of the terms 'moving and handling' and 'moving and positioning'</p> <p>To include:</p> <ul style="list-style-type: none"> • Moving and handling being a key part of most working days • Objects may need to be moved and positioned such as, tables, chairs, cupboards and toys within the setting

		<ul style="list-style-type: none"> • Objects may need to be moved and regularly handled such as resources/equipment or move and carry bikes in the outside area • Childcare workers will lift a child from a high-chair or nursing a child to sleep
	<p>4.2 Key legislation that relates to moving and handling and what this means in practice</p>	<p>Learners should know and understand the key legislation that relates to moving and handling.</p> <p>To include:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act 1974 • The Management of Health and Safety at Work Regulations 1999 • Manual Handling Operations Regulations 1992 <p>Learners should know and understand and what moving and handling legislation means in practice.</p> <p>To include:</p> <ul style="list-style-type: none"> • Childcare workers need to understand the rules regarding moving and handling. • To be aware of the setting's policies and guidelines • To avoid injuring themselves or the child they are assisting.
	<p>4.3 The principles and techniques of moving and handling</p>	<p>Learners should know and understand the moving and handling principles and techniques.</p>

		<p>To include:</p> <ul style="list-style-type: none"> • Knowing how to assess the situation - what or who needs moving; look to check for space and that there are no dangers: • Finding a stable position - feet flat on the floor • Bending knees - knees must be bent when lifting heavy or awkward to lift object • To keep your back straight - to protect your backbone • To hold firmly - use both hands and hold what is being lifted firmly
	<p>4.4 The implications of poor practice in moving and handling.</p>	<p>To know and understand the implications of poor practice in moving and handling.</p> <p>To include:</p> <ul style="list-style-type: none"> • Backache and musculoskeletal injuries • Injury from lifting may lead to an inability to work • Accidents when moving and handling • Injuring the child being moved • Lack of dignity for the child being moved • Bruises, cuts and broken bones from accidents • Mental health issues as a result of an inability to work

<p>5. Know the main routes to infection and how to prevent the spread of infections in the workplace/setting.</p>	<p>5.1 Signs of childhood illnesses and infections (including Meningitis and Sepsis) that may be caused by bacteria, viruses, fungi and parasites and the potential impact of these illnesses</p>	<p>Learners should know and understand the signs of childhood illnesses and infections caused by:</p> <ul style="list-style-type: none"> • Bacteria- food poisoning, tuberculosis, MRSA, dysentery, bronchitis, ear infections, strep throat and tonsillitis • Viruses- influenza, common cold, stomach flu, pneumonia • Fungi- athlete's foot, ringworm and yeast infections • Parasites- worms, malaria. <p>Learners should know and understand signs of Meningitis and Sepsis and the potential impact of these illnesses</p>
	<p>5.2 How infections are transmitted</p>	<p>Learners should know and understand how infections are transmitted.</p> <p>To include:</p> <ul style="list-style-type: none"> • Cross infection: how infection is spread from one person to another • Bacteria: single celled organisms some of which are harmful to the human body • Viruses: contagious organisms that often cause disease

		<ul style="list-style-type: none"> • Precautions: measures that help to minimise the risk of infection from blood and bodily fluids <p>Learners should know and understand how infections are transmitted through:</p> <ul style="list-style-type: none"> • Coughing, sneezing and contaminated surfaces. • Small droplets will come out of the nose and mouth. • droplets will be full of germs if the person has an infection. • Infections will be transmitted if the other person inhales these germs into their body.
	<p>5.3 Poor practices that may lead to the spread of infection</p>	<p>Learners should know and understand how poor practices may lead to the spread of infection.</p> <p>To include:</p> <ul style="list-style-type: none"> • Not washing hands • Not covering your mouth when coughing or sneezing • Poor cleaning standards • Not wearing disposable gloves when administering first aid/changing nappies <p>food preparation area is dirty, food and drink may get contaminated</p>
	<p>5.4 Factors that will make it more likely that infections will occur</p>	<p>Learners should know and understand the factors that will make it more likely that infections will occur.</p>

		<p>To include:</p> <ul style="list-style-type: none"> • Touching a contaminated person • touching objects that have been used by the infected person • Not staying at home when ill • Drinking contaminated water/food <p>If a child has a wound or a scratch on their body, germs may enter the body</p>
	<p>5.5 Key legislation and standards related to infection prevention and control</p>	<p>Learners will know and understand the key legislation and standards related to infection prevention and control</p> <p>To include: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)</p> <ul style="list-style-type: none"> • The duty to report accidents, occupational diseases and dangerous occurrences in the workplace. • The settings record book will need to be completed. • Health and Safety Executive (HSE) to be informed if necessary. • Care Inspectorate Wales (CIW) to be informed if appropriate. • Protecting children from infectious diseases • responsibility to keep each child at the setting safe

		<p>Infection Prevention and Control Guidance for Childcare Settings (0-5 years) in Wales (Nurseries, Childminding and Playgroups)</p> <p>To include:</p> <ul style="list-style-type: none"> • Aims to protect settings that provide day care to children under 5 years old • Protecting children more susceptible to gastrointestinal and respiratory infections. • Includes useful information that will help workers write their policies. • Provides a list of notifiable disorders. <p>Personal Protective Equipment (PPE) at Work Regulations 1992</p> <ul style="list-style-type: none"> • Protect workers from the risks associated with health and safety. • The employer is responsible for ensuring that appropriate equipment is available. • The equipment may include gloves, aprons, overalls and safety goggles. • Equipment must be checked regularly to ensure it is in good working order <p>Workplace (Health, Safety and Welfare) Regulations 1992</p> <p>To comply with these regulations, employers must provide specific facilities for their workers.</p>
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		<p>These may include:</p> <ul style="list-style-type: none"> • Toilet facilities • Hand washing facilities • Changing facilities • Places to eat and drink • Relaxation facilities. • Sufficient ventilation • Every possible step must be taken to ensure the health and welfare of the individual. <p>World Health Organisation (WHO)</p> <p>To include:</p> <ul style="list-style-type: none"> • WHO has the aim of promoting worldwide health. • Provides information on various health-related subjects. • Produces reports offering information about health conditions. • Offers programmes and projects. • Raises awareness of specific health conditions.
	<p>5.6 The role and responsibilities of employers, workers and others (including health partners) for infection prevention and control</p>	<p>Learners should know and understand the role and responsibilities of employers, workers and others for infection prevention and control.</p> <p>To include: Childcare settings must ensure the environment is:</p> <ul style="list-style-type: none"> • Safe and hygienic

		<ul style="list-style-type: none"> • Play equipment is kept clean. • Controls the spread of infection
	<p>5.7 How to maintain a clean environment to prevent the spread of infection</p>	<p>Learners should know and understand how to maintain a clean environment to prevent the spread of infection.</p> <p>To include:</p> <ul style="list-style-type: none"> • Young children are vulnerable to infection as their immune system is still developing. • Policies and procedures are extremely important to protect children. <p>Learners should know and understand how staff and children with infection can place others at risk</p> <p>To include:</p> <p>Infection can be spread by:</p> <ul style="list-style-type: none"> • Infected wounds • Skin infections • Common cold • Vomiting • Diarrhoea • Contaminated surfaces • Coughing and sneezing <p>Infections can be controlled through:</p> <ul style="list-style-type: none"> • Excluded from the setting for at least 48 hours (sickness/diarrhoea)

		<ul style="list-style-type: none">• Return when symptoms have stopped• Inform their supervisor/staff when ill.• Management of settings hygiene• Regular handwashing
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	<p>5.8 The importance of good personal hygiene to prevent the spread of infection</p>	<p>Learners should know and understand the importance of good personal hygiene to prevent the spread of infection.</p> <p>To include:</p> <ul style="list-style-type: none"> • Infectious diseases can spread from one individual to another • As with all illnesses, prevention is better than cure. • The process of infection prevention and control must be part of the daily routine, and everybody should follow the routine. • Furniture, flooring, toys and equipment will need to be cleaned or washed daily • Anti-bacterial solution to clean toys and equipment. • The toilets will need to be checked and cleaned • Soft toys and dressing up clothes to be washed • Regular cleaning out and changing of sand in sand tray • Change the water in the water pit daily. • Keep any food areas clean.
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		<p>The expected standard to avoid the spread of infection:</p> <p>To include:</p> <ul style="list-style-type: none"> • Disposal of nappies • Waste food products
	<p>5.9 The recognised hand washing technique to prevent the spread of infection</p>	<p>Learners should know and understand the recognised hand washing technique to prevent the spread of infection.</p> <p>To include:</p> <ul style="list-style-type: none"> • Infections are mainly transmitted by the hands • Hands come into contact with so many things that may contain germs • The importance of hand washing should be discussed with the children • Children should be shown how to wash hands correctly. <p>Follow the hand washing technique: Using current national guidelines as set out by the NHS.</p> <p>Including when to wash hands:</p> <ul style="list-style-type: none"> • Appropriate times of the day • Any dirty activity • Going to the toilet • Sneezing and blowing their nose • Outdoor play, or sand and water play • Touching and handling animals

		<ul style="list-style-type: none"> • Touching contaminated equipment or materials • Tidying and cleaning • Good hygiene practices for workers • Importance of role modelling • Use of good hand washing techniques • Employers need to ensure that workers make use of personal protective equipment to prevent the spread of infection. • Workers must be aware of the instructions to follow in order to dispose of waste safely.
	<p>5.10 The use of personal protective equipment to prevent the spread of infection</p>	<p>Learners should know and understand the use of personal protective equipment to prevent the spread of infection</p> <p>To include: The 'Personal Protective Equipment (PPE) at Work Regulations 1992', states employers are responsible for ensuring that appropriate equipment is available.</p> <ul style="list-style-type: none"> • Personal protective equipment protects workers <p>Includes: disposable gloves and disposable aprons.</p> <ul style="list-style-type: none"> • Equipment must be checked regularly in order to ensure it is in good working order

		<ul style="list-style-type: none"> • PPE should be used when coming into contact with blood and/or other bodily fluids. • Hands should be washed before wearing PPE and afterwards.
	<p>5.11 Procedures for recording and reporting incidents of infections.</p>	<p>Learners should know and understand the procedures for recording and reporting incidents of infections</p> <p>The 'Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013', states workers in early years or childcare settings have a duty to report accidents, occupational diseases and dangerous occurrences in the workplace.</p> <p>To include:</p> <ul style="list-style-type: none"> • The record book will need to be completed and the Health and Safety Executive (HSE) or the Care Inspectorate will need to be informed if appropriate. • Illness recording form • Refer to guidelines with regard to how long a child should be kept home following an infection or illness.

<p>6. Know how to implement food safety measures.</p>	<p>6.1 Key legislation for food safety</p>	<p>Learners should know and understand the key legislation for food safety</p> <p>To include: Food Safety Act 1990</p> <p>Ensures that businesses do not include anything in food, that they do not take anything out of food, or treat food in any way that could have an adverse effect on public health</p> <ul style="list-style-type: none"> • ensures that the food served or sold by businesses is of the nature, consistency or quality that users expect • ensure that food is labelled, advertised and presented in a way that is not false or misleading. <p>Food Standards Act 1999 The FSA operates across Wales, England and Northern Ireland to protect public health.</p> <ul style="list-style-type: none"> • The Agency's main aim is to protect the public in relation to food.
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		<ul style="list-style-type: none"> • Provides the power to take action at any time in relation to food production and supply. <p>Food Hygiene Regulations 1995</p> <p>The Food Hygiene Regulations 1995 act states that if any early years provision prepares food (including snacks such as cheese and crackers), it must comply with these regulations, which include:</p> <ul style="list-style-type: none"> • washing hands before food preparation • ensuring that surfaces and equipment are clean and hygienic • ensuring that food is safely stored, at the correct temperature • disposing of waste appropriately. • This is essential in order to prevent food poisoning, and to ensure that the food served is safe to eat.
	<p>6.2 The role and responsibilities of employers and workers for food safety</p>	<p>Learners will know and understand the role and responsibilities of employers and workers for food safety</p> <p>To include:</p> <ul style="list-style-type: none"> • Personal hygiene • hands should be washed • clean clothes should be worn • Apron should be worn • Jewellery should be removed • Long hair should be tied back

	<p>6.3 The importance of implementing food safety measures</p>	<p>Learners should know and understand the importance of implementing food safety. To include:</p> <ul style="list-style-type: none"> • Cleaning • Cooking • Cooling • Cross-contamination • Prevent the spread of infection • Appropriate use of coloured chopping boards
	<p>6.4 Food safety hazards that can occur through the preparation, serving, clearing away and storing of food and drink</p>	<p>Learners should know and understand food safety hazards that can occur through the preparation, serving, clearing away and storing of food and drink</p> <p>Food Safety hazards, to include: The four types of hazards to be considered when preparing food:</p> <ul style="list-style-type: none"> • Microbiological: referring to harmful bacteria, yeast, mould and viruses. • Chemical: when chemicals enter foods, e.g., cleaning products or pest control chemicals.

		<ul style="list-style-type: none"> • Physical: when objects enter foods e.g. glass, packaging or jewellery • Allergens: referring to the risk associated with cross-contamination.
	<p>6.5 Why surfaces, utensils and equipment must be clean for food preparation</p>	<p>Learners should know and understand why surfaces, utensils and equipment must be clean for food preparation.</p> <p>To include:</p> <ul style="list-style-type: none"> • Surface cleaning and hygiene • The use of personal protective equipment • Effective cleaning to eliminate bacteria. • To kill bacteria, surfaces, equipment and utensils must be washed in warm water with detergent and disinfectant. • Hands must be washed • Do not cross-contaminate, keep foods such as meat, poultry and fish away from other foods. • Wash all surfaces, equipment and chopping boards using sanitisers and disinfectants.
	<p>6.6 When personal protective equipment should be used</p>	<p>Learners should know and understand when personal protective equipment should be used</p> <p>To include:</p> <ul style="list-style-type: none"> • Aprons • Oven gloves • Thick rubber gloves • Nonslip footwear • Safety goggles

		<ul style="list-style-type: none"> • Hat and hairnet
	<p>6.7 Safe storage, preparation and use of food and drink</p>	<p>Learners should know and understand the safe storage, preparation and use of food and drink</p> <p>To include:</p> <ul style="list-style-type: none"> • Hot foods must be kept at a temperature of 60°C or above, and cold foods at 4°C or lower • food that has been prepared should not be left out of the refrigerator for more than two hours (including preparation time) • Ensure that the refrigerator is between 1-5°C • Ensure drinks are stored at the correct temperature and conditions stated on the label • Ensure that foods are appropriately covered • Ensure that foods are not refrozen • Do not use foods that have passed their 'use by' or 'best before' date • Do not use drinks that have passed their 'use by' or 'best before' date • Store raw meats and fish in the bottom of the refrigerator • Ensure that meats have fully defrosted before cooking • Ensure that formula milk is prepared accordingly, and that breast milk is stored

		<p>in the refrigerator (4°C) for up to 5 days, or in the freezer for six months.</p>
	<p>6.8 Safe disposal of food waste.</p>	<p>Learners should know and understand appropriate practices to ensure the safe disposal of food waste</p> <p>To include:</p> <ul style="list-style-type: none"> • To prevent physical and bacterial contamination • To reduce attracting flies, rats and insects. • All food waste must be disposed of in accordance with local authority requirements • Food bins should be lined and kept separate from other indoor bins • All food waste must be transferred to a sealed external bin and not left to overflow. <p>Hands must be washed after removing any food waste into a bin</p>
<p>7. Know how to store, use and dispose of hazardous substances safely.</p>	<p>7.1 What is meant by the term 'hazardous substances'</p>	<p>Learners should know and understand the Hazard substances is described as anything that may cause harm to your health.</p> <p>To include:</p> <ul style="list-style-type: none"> • Hazardous substances may be things you see every day such as paint, glue, cleaning liquid and powders. • Hazard substances also includes a range chemicals, dust, fumes and bacteria.

		<ul style="list-style-type: none"> Exposure can happen by breathing them in, having contact with the skin, splashing them into the eyes or swallowing them.
	7.2 The types of hazardous substances that may be found in the workplace/setting	<p>Learners should know and understand the types of hazardous substances that may be found in the work setting.</p> <p>Hazardous substances can vary depending on work setting, and may include:</p> <ul style="list-style-type: none"> Chemicals (detergents) Disinfectants Acidic substances Flammable substances Paint (strong fumes) Glues Pesticides Solvents Oils Aerosols
	7.3 Safe practice for: storing, using and disposing of hazardous substances	<p>Learners should know and understand the safe practice for hazardous substances, including storing, using and disposing of.</p> <p>To include:</p> <ul style="list-style-type: none"> Hazardous substances must be stored securely away from children's reach Checking the requirements of storage of hazardous substances, such as stored at room temperature or in a well-ventilated area May need to be stored in a secure environment, such as in a locked room

		<p>that only authorised individuals have access to using a key or a code.</p> <ul style="list-style-type: none"> • Hazardous substances must be kept in their original containers to avoid confusion/misunderstanding of what substance is contained • Some substances may be dangerous if combined and should be stored separately. • Checking for allergies or intolerances to substances before use • Carefully read the label on chemicals used in the workplace and follow the directions for use • Hazardous waste and hazardous substances to be stored appropriately before disposal, through a chemical waste collection, local authority recycling centre, hazardous waste disposal service
	<p>7.4 What is meant by the term 'Control of Substances Hazardous to Health' (COSHH) and will know how to implement it.</p>	<p>Learners should know and understand what is meant by the term 'Control of Substances Hazardous to Health' (COSHH) and will know how to implement it.</p> <p>To include:</p> <ul style="list-style-type: none"> • COSHH is the law that requires employers to control substances that are hazardous to your health. • Substances include liquids, solids, fumes, dust, gases and biological agents such as bacteria and viruses.

		<ul style="list-style-type: none"> • Hazardous to health include damage to lungs, skin, nose, mouth, genes, internal organs or eyes <p>You can prevent or reduce workers exposure to hazardous substances by:</p> <ul style="list-style-type: none"> • Finding out what the health hazards are • decide how to prevent harm to health • completing assessments of risk • providing control measures to reduce harm to health • make sure they are used properly • keeping all control measures in good working order • providing information, instruction and training for employees and others • Plan for emergencies •
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<p>8. Know how to maintain security in the workplace setting.</p>	<p>8.1 Potential risks to security in the workplace setting</p>	<p>Learners should know and understand the potential risks to security in the workplace setting and the importance of keeping children safe.</p> <p>Employees are required to follow the work settings' practices and policies in order to eliminate or reduce the risk of harm to babies and children, and other adults.</p> <p>Potential risks to include:</p> <ul style="list-style-type: none"> • Boundaries • Vandalism • Intrusion • Cyber threat • Theft • Violence • Abduction • School attacks
	<p>8.2 Safe practice to ensure security in the workplace setting including: lone working, advising of whereabouts, access to workplace/setting, signing children in and out</p>	<p>Learners should know and understand the practice to ensure safety and security are upheld in the workplace setting.</p>

		<p>To include: lone working, and advising other staff of whereabouts, access to workplace/setting such as passcodes, keys and fobs, and the process of signing children in and out of the setting</p> <p>To include:</p> <p>Security measures</p> <ul style="list-style-type: none"> • Process or means of entry/access • Staffed reception • Use of visitors' book. • Checking authorisation of visitors • Fully trained staff • Knowledge/training of all policies and procedures • Camera and mobile phone policy on site • Secure windows and doors. • Regular fire drills <p>Safety measures:</p> <ul style="list-style-type: none"> • working alone/unsupervised • safety of buildings and equipment. • Regular inspections by the Care Inspectorate Wales (CIW) the regulatory body for the childcare sector, to improve the quality and safety of services. • To meet the National Minimum Standards for Regulated Childcare for children up to the age of 12
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	<p>8.3 Safe practice to ensure children are only released to pre-agreed individuals.</p>	<p>Learners should know and understand safe practice to ensure children are only released to pre-agreed individuals.</p> <ul style="list-style-type: none"> • Children aged under 8 years are only released from the care of the provision to individuals named by the parents. • Children over the age of 8 are only released from the care of the provision under arrangements which have been pre-agreed with the parents. <p>To include:</p> <ul style="list-style-type: none"> • The practice of safe release of a child to a named adult • To ensure parents are aware of procedures • Gaining prior written consent from parents • Informing parents that a child will only be released into the care of a person authorised by them
<p>9. Know how to manage stress.</p>	<p>9.1 The common signs and indicators of stress</p>	<p>Learners should know and understand the common signs and indicators of stress.</p>

		<p>Everyone experiences stress at some point in their lives and Stress is when people feel that they cannot cope with life, and this affects people differently. Signs may be physical, mental, emotional or changes in behaviour.</p> <p>To include:</p> <ul style="list-style-type: none"> • Bad moods • Quieter than usual • Lack of motivation in work • Reacting emotionally or tearfully • Can react aggressively • Regularly taking time off work • Arriving late at work • Lack of interest
	<p>9.2 Potential circumstances that can trigger stress</p>	<p>Learners should know and understand potential circumstances that can trigger stress</p> <p>To include:</p> <ul style="list-style-type: none"> • stressful situations • environmental challenges • managing work deadlines • psychological challenges • persistent worries • financial difficulties • personal relationships • Relationship with management • Lack of support

		<ul style="list-style-type: none"> • Lack of communication • Role expectations • Change of plans or expectations • Demands of workload • Work conflicts <p>Personal circumstances of stress, may be major life transitions, changes or events that affect day to day physical, emotional, financial or psychological well-being affecting day to day life.</p> <p>To include:</p> <ul style="list-style-type: none"> • difficulty coping with work pressures • lack of support • stressful relationships • regular disagreements • too much responsibility
	<p>9.3 Ways to manage stress</p>	<p>Learners should know and understand ways to manage stress</p> <p>Managing stress by making changes to the work setting</p> <p>To include:</p> <ul style="list-style-type: none"> • Provide a quiet room • More flexible hours • Change duties or responsibilities • Increased support from manager. <p>Healthy ways to cope with stress</p>

		<p>To include:</p> <ul style="list-style-type: none"> • Take breaks • Take care of yourself • Take care of your body • Make time to unwind • Talk to supportive others • Connect with your community • Avoid drugs and alcohol
	<p>9.4 The importance of recognising stress and taking action to reduce it</p>	<p>Learners should know and understand the importance of recognising stress and taking action to reduce it</p> <ul style="list-style-type: none"> • To recognise the symptoms of stress early. • Recognising the signs and symptoms of stress will help you figure out ways of coping • Reduce the chances of adopting unhealthy coping methods, such as drinking or smoking. • deep breathing • drinking enough fluids • sleep • relaxing • healthy eating • exercise • reduce alcohol • prevent stress overload • recognise the health consequences of stress

		<p>Recognise the importance of preventing and managing long-term stress to reduce the risk of other conditions, such as heart disease, obesity, high blood pressure, and depression</p>
	<p>9.5 Where to access additional support if experiencing stress.</p>	<p>Learners should know and understand where to access additional support if experiencing stress.</p> <ul style="list-style-type: none"> • To understand that stress is not a sign of weakness, but rather a natural reaction when spending a lot of time dealing with work pressure. • Admitting to feeling stressed or to feelings of depression can be very difficult for some people • Acknowledging stress is very important to the individual, as this is the first step to managing stress. • Guidance, support, advice, help, such as medical, emotional or psychological or mental health support available. • Additional support provided through the workplace, colleagues and management, • Visiting your GP also mindfulness, meditation, exercise or counselling support and therapy.