

Surname	Centre Number	Candidate Number
First name(s)		4



LEVEL 2

CHILDREN’S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE

Units 001/002

Jessica

Set B

Question	Maximum Mark	Mark Awarded
1.	5	
2.	4	
3.	6	
4.	2	
5.	2	
6.	3	
7.	4	
8.	4	
Total	30	

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Assessor’s Comments:
IQA Signature:
Date:

Scenario – Jessica

Dewi Sant Cylch Meithrin - Nursery for children aged 2-3 years

Prior to placement

Jessica is 16 years of age and studying childcare in college. Jessica is due to start her work placement in the next few weeks. She has been making visits to Dewi Sant Cylch Meithrin nursery in order to get to know the staff, the children and their routines. Jessica has also met with the nursery manager. Jessica was keen to find a placement at a setting that embraces Welsh language and culture.

At the start of her first visit, Jessica had a meeting with the nursery manager who shared the setting's student policy and outlined the expectations of students. The manager stressed the importance of confidentiality and shared the General Data Protection Regulation policy (GDPR) with Jessica. The manager also explained that the setting is a Welsh speaking nursery, so the use of Welsh language through daily routines, activities and play is essential. Jessica was told that the Welsh provision in nursery includes Welsh stories in the reading area, Welsh displays around the room and Welsh songs that are played and sung throughout the day. In order to support staff with their own Welsh language skills they have regular training and key words and phrases on display around the setting. To support Jessica's transition into nursery, the manager assigned her a mentor called Julie.

Once her meeting with the manager is finished, Jessica goes into the nursery. Jessica immediately notices the homely and secure feel to the setting. In the reading area there are large settees for the children to sit on, there are photos of each child with their friends and family on display around the room and the children each have a pair of slippers to put on as they arrive at nursery. As they enter, each child is welcomed by a familiar adult with a smile and greeting. Jessica notices a large display in the entrance hall which shows pictures of all the children who attend the nursery. Next to each picture there are speech bubbles with statements about each child and how they are a "Ti'n Seren" (You're a Star).

On her second visit Jessica learns that the topic in the nursery is 'colours and pictures'. Julie explains that there are lots of free choice activities set up. Some of these link to the topic but the children can choose which activities they would like to engage in. Julie is setting up the various areas around the room and asks Jessica to help her. During set up, Jessica asks Julie about the red, mounted A3 cards around the room in each area. Julie explains that speech and language development is very important to the nursery so in each area there are key words, phrases and subject-specific language that the staff can use in order to encourage this. There are also key questions on display as a prompt for staff to engage children in conversation. The displays are in Welsh and English. Jessica also notices a large display in the centre of the room. There are several large pictures on the display board outlining the nursery's daily routine. It is large enough that it can be seen from anywhere in the room. Julie talks Jessica through the board, highlighting set routines for indoor play, outdoor play, rest, snack and lunch times.

Julie explains that they also have some focused activities that link with their topic. Julie then spends time with Jessica discussing the children on the Additional Learning Needs (ALN) register and the support they may need.

Placement

Jessica is starting her placement today. Julie greets Jessica with a smile and asks her if she is excited for her day ahead. She arrives 20 minutes before the children arrive in order to help prepare the setting. Julie is tidying the home corner and adding a tea set. Next, Julie adds autumn leaves to the loose parts table and then puts a variety of puzzles out on the table top. Finally, Julie gets a creative activity ready.

Today, Julie has asked Jessica to support her in delivering one of the focused activities. Children will be looking in the mirror to paint a picture of their face. Julie explains that they will be working with children with varying abilities and will need to adapt the support they give. Throughout the morning Julie supports children with their portraits. At Julie's suggestion, Jessica observes her work with the children first. She then tries to copy Julie's practice.

A little girl, Gwen, joins Jessica at the art table. Jessica asks, "Can you paint a picture of your face? Look in the mirror and then you can copy it." Gwen picks up the green paint brush, moves it all around her page filling the white piece of paper with green paint. Whilst observing Gwen doing this, Jessica realises that she did not understand the instructions. Jessica tries again. This time Jessica spends a few minutes with Gwen looking in the mirror, naming the different facial features and the colours she can see, using both English and Welsh. Next Jessica demonstrates using the mirror to look at her own face and then she models picking the different colours available to paint her own face. Jessica then gives Gwen step-by-step support to paint her own face.

A little boy, Louis, joins the activity. Jessica remembers that Louis has additional needs and requires extra help to support his physical development. Julie explained on her previous visit that Louis struggles with his fine motor control. Jessica decides to support Louis by modelling the activity one step at a time and supporting him to hold the paint brush.

At the end of the session Julie and Jessica spend some time reflecting on the day. Julie praises Jessica's hands-on approach and her ability to follow instructions and learn from her mistakes.

Answer all questions.

Jessica Questions: Set B

1. The nursery recognises the importance of “belonging” for the children.

(a) Give **two** ways in which the nursery promotes “belonging”. [2]

(i)

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(ii)

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(b) Suggest **three** reasons why feeling like they belong is important to the development of children. [3]

(i)

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(ii)

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(iii)

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2. Identify **one** type of play activity taking place in the nursery.

Describe the benefits of the play activity to the children’s development.

Type of play activity:	[1]
Benefits of the play activity:	[3]
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3. Dewi Sant prioritises the development of speech, language and communication in their setting.

(a) Identify **three** ways in which speech, language and communication development are promoted in the setting. [3]

- (i)
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- (ii)
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- (iii)
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(b) Explain the importance of speech, language and communication development for children's learning. [3]

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4. On the daily routine board Julie identifies time for play and time for rest. Outline **two** ways in which balancing periods of physical activity with rest and quiet time is important for children's health. [2]

(i)

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(ii)

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5. Jessica develops the ability to communicate effectively with the children. Define what is meant by effective communication. [2]

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6. The staff's own Welsh language skills are supported within Dewi Sant nursery. Explain the importance of this to support a child's language needs. [3]

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7. Discuss what factors ensure that Jessica's transition into working at the nursery is a positive one. [4]

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8. Describe how Jessica gains an understanding of the additional needs of children within the setting. [4]

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