

Surname	Centre Number	Candidate Number
First name(s)		4



**LEVEL 2**

**CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE**

**Units 001/004**

**Rosie**

**Set C**

Question	Maximum Mark	Mark Awarded
1.	3	
2.	4	
3.	2	
4.	4	
5.	2	
6.	3	
7.	3	
8.	6	
9.	3	
<b>Total</b>	<b>30</b>	

<b>Assessor's Comments:</b>
<b>IQA Signature:</b>
<b>Date:</b>

## Scenario – Rosie

Rosie is now 2 years old. Rosie's mum, Samantha, and dad, James were 18 years old when Rosie was born. The couple lived in a council house, supported by Samantha's mum. Rosie has lived in the area all of her life with only her mum. They are both known to social services because Rosie's grandmother has battled drug addiction and undertaken numerous drug rehabilitation programmes.

Dad left when Rosie was 6 months old. He has only visited Rosie twice since then, leaving Samantha as the only carer. Samantha has recently left her council house, which was close to her mum, to move to another area due to her mum's recent drug relapse.

Samantha's new accommodation is a one-bed flat on the fourth floor. Recently these new living conditions and looking after Rosie alone has been a struggle. As Rosie is now 2 years of age Samantha has been researching training as she wants to get back into work. She has been provided with training information by her health visitor, available as part of the parenting programme which will also provide crèche facilities for Rosie.

Before Rosie can start at the crèche, Samantha is required to complete a registration form which asks about Rosie's culture: beliefs, family composition, medical history, address and her preferences. Samantha must also sign that she has read and understood all company policies and procedures as these will underpin all work at the crèche.

Rosie has now attended the crèche for 3 sessions and crèche workers have noticed that Rosie is often hungry when she arrives and often asks for food.

Parents are asked to send in a snack for their child to eat during the two-hour session, but Samantha has forgotten every time.

When Rosie attends her 8th session at the crèche, Samantha explains when dropping off, that Rosie will be collected by her friend who is also with her on the drop-off. Rosie seems extremely distressed, and Mum informs the staff that Rosie has been having lots of tantrums lately. As the staff take Rosie into the playroom she struggles to settle and holds her arm. The staff manage to calm Rosie and they take a look at her arm and they notice a bruise. The nursery's policy is that any marks or bruising that children have when they attend the setting must be recorded on an incident form. Parents are aware of this and are asked to inform staff on drop-off. Whilst playing Rosie starts to become extremely aggressive with the dolls and starts to shout, "Naughty girl." The staff spend a little more time with Rosie through the session to support her. They ensure they are available for her if she wants to talk.

On collection, Rosie becomes even more distressed with being collected by mum's friend and screams as she leaves the setting. The staff contact Samantha to explain that Rosie was distressed during the session and Samantha responds with, "She's been a nightmare lately since I've started working. I think she misses me being at home with her all of the time. Thankfully my friend has been helping a lot with childcare."

Rosie returns the next day and the crèche workers notice that Samantha had been crying and seems a little quieter than usual.

During the session Rosie again plays aggressively with the dolls and starts banging two dolls together. The staff member again stays close to Rosie to support her and ensures time to listen if Rosie wants to talk. Rosie discloses to the staff that "Mummy crying lots. Mummy's friend not nice. He makes Mummy cry."

The staff member records what Rosie says and speaks to the safeguarding officer at the crèche to make a decision about what to do next. The safeguarding officer refers to the All Wales Child Protection Procedures for guidance.

Answer all questions.

**Rosie Questions: Set C**

1. Describe **two** signs and symptoms that suggest Rosie could be a victim of abuse. [4]

(i) .....

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(ii) .....

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2. (a) Outline how the setting and external agencies are using child-centred approaches. [2]

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(b) Give **two** reasons why a child-centred approach is important. [2]

(i) .....

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(ii) .....

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3. Describe how Rosie's family situation is affecting her well-being. [2]

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4. Describe how legislation and national policy support a rights-based approach. [3]

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5. Outline the role of the Multi-Agency Safeguarding Hub (MASH) in the safeguarding of Rosie. [2]

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6. Describe why it is important for staff in the setting to gain Rosie's trust. [3]

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7. Give **three** ways a childcare setting aims to keep workers safe from allegations of abuse. [3]

(i) .....

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(ii) .....

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(iii) .....

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8. It is the responsibility of all staff in a setting to respond to suspected abuse. The first action must be to record any evidence to support their suspicions.

(a) Give **two other** actions a childcare worker must carry out to respond to suspected abuse. [2]

(i) .....

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(ii) .....

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(b) Identify **three** rules to be followed when recording evidence. [3]

(i) .....

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(ii) .....

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(iii) .....

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(c) State when evidence must be recorded. [1]

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9. Explain why Adverse Childhood Experiences (ACEs) are factors which can contribute to harm, abuse and neglect. [3]

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**END OF PAPER**

