

Surname	Centre Number	Candidate Number
First name(s)		4



LEVEL 2

CHILDREN’S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE
Units 001/002
Jack and Poppy
Set C

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

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Assessor’s Comments:
IQA Signature:
Date:

Scenario – Jack and Poppy

Jack and Poppy (age 3) are twins; they are both due to start attending Little Stars Nursery. Before the children start attending, Little Stars places a strong emphasis on establishing relationships with families and carers. This is done through family drop-in sessions, regular communication, tours of the nursery, making links with other settings that the children may have previously attended and settling-in sessions.

Jack and Poppy have had two settling-in sessions and their parents have had a meeting with the nursery manager. During this meeting, the nursery manager asked about Poppy's and Jack's home life, background, experiences and their individual needs. The nursery manager noted the following:

Jack:

- a chatterbox
- enjoys working with numbers; Jack can already recite numbers 1 to 10 and recognise numbers up to 5.

Poppy:

- very shy and speaks very little at home. Poppy relies on pointing and gesturing to make herself understood (these concerns have already been shared with her health visitor)
- nervous around unfamiliar adults and needs lots of reassurance
- relies on her brother to communicate for her when mum or dad aren't there
- enjoys activities that engage her senses.

The parents also explained that, as toddlers, Jack and Poppy attended a Cylch Ti a Fi playgroup and they are keen to see that the twins continue to develop their Welsh language skills in Little Stars. The nursery manager reassures them that Welsh language and culture is celebrated in many ways at Little Stars. They have weekly Welsh phrases, use incidental Welsh throughout the nursery day, and Welsh rhyme-time sessions. The children also have access to Welsh stories, books and music.

The parents praise the nursery's strong links and positive relationships with families; however, they are still very nervous about the children starting. This comes from Poppy's settling-in sessions, as they did not go very well. During these sessions, Jack was happy to leave his mother's side for short periods of time. He did keep glancing back to his mum, but happily moved around the setting, engaging in some of the play activities. Poppy did not leave her mother's side. She was carried into nursery by her mother and then sat on her lap throughout her visits.

During the settling-in sessions, a key worker, John, carried out observations of the children. When observing Jack, John felt that he excelled when working with numbers and that he may be more able or talented in this area. John shared this information with the setting's Additional Needs Co-ordinator (ANCO). However, John realised from his observations that the nursery was lacking resources for numbers and shapes. There were only number puzzles up to 5 and some of the pieces were missing. John also noticed that the number line display had recently been removed to make room for a new display and not put back up. John observed that when the staff spoke to Jack, he listened to what they said and responded with actions, gestures, simple words and phrases. The staff spoke to Jack about what he liked to play with and what he would like to do whilst in nursery. Jack pointed to the water tray and told staff that he likes playing with cars.

When observing Poppy, John observed her reluctance to leave her mother and that she chose to sit on her mother's lap throughout her visit. John observed her lack of speech, language and communication skills and felt that Poppy would not make eye contact with adults or children in the setting or communicate either verbally or through gestures. Poppy avoided eye contact and hid into her mother when staff tried to talk to her.

Start day:

The nursery staff are preparing for Jack and Poppy's start and are using the information gathered from the settling-in sessions and from conversations with the parents. The staff have decided that Jack and Poppy should remain in the same key worker group so that they can support each other through this transition. Their key worker, John, observed Jack and Poppy and has made some clear targets and plans based on his observations.

Jack:

1. activities that support Jack's interest in numbers
2. number songs and rhymes.

Poppy:

1. engage Poppy in parallel play with other children
2. encourage Poppy to respond to familiar adults with simple hand gestures or facial expressions during free play activities.

John has looked closely at the environment. He has set up the sand and water tray with a variety of tools. This includes foam numbers up to 10. He has also put out scented modelling clay and tools, giant paper, sponges and paints in the art area. On the table top John has put out number puzzles, a shape puzzle, repeating pattern puzzle, and numbers up to 5, 10 and 20. He has also put the large and colourful number display back up in this area. John adds cars and trucks to the small world city scene. He also puts the Gruffalo story and puppets in the reading area as this is their story of the week. John displays the children's Gruffalo pictures from the previous day to celebrate the children's achievements.

Answer all questions.

Jack and Poppy Questions: Set C

- 1. State how John ensures that the environment supports the holistic development of the children. [1]

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- 2. Explain how engagement in meaningful play activities can impact on intellectual development. [4]

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3. Complete the chart below.

Give **two** examples of how the maths/number play space is stimulating and challenging. [4]

	Examples
Stimulating	1. 2.
Challenging	1. 2.

4. Explain how multi-agency teams can work together to support Poppy’s speech, language and communication development. [3]

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5. John has identified that Poppy may require additional support for her speech, language and communication development.

Outline how John was able to find out about Poppy's additional support needs. [2]

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6. Give **four** reasons why the development of speech, language and communication is important for well-being. [4]

(i)

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(ii)

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(iii)

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(iv)

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7. (a) Define what is meant by 'effective communication'. [1]

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(b) Explain why effective communication is important for building positive relationships with families and parents/carers. [4]

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8. Discuss how Little Stars has supported Jack through his transition into nursery. [4]

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9. Suggest **three** ways in which the nursery supports the children to learn new Welsh language skills. [3]

(i)

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(ii)

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(iii)

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