

Surname	Centre Number	Candidate Number
First name(s)		4



**LEVEL 2**

**CHILDREN’S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE**  
**Units 001/002**  
**Jessica**  
**Set C**

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

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

## 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 C**

1. The nursery recognises the importance of self-esteem for the children.

(a) Identify **two** ways in which the nursery promotes self-esteem. [2]

(i) .....

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(ii) .....

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(b) Explain why self-esteem is important to the development of children. [3]

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2. (a) Define what is meant by holistic development.

[2]

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(b) Discuss how holistic development is supported through one of the play opportunities in the nursery.

[4]

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3. The nursery prioritises the development of speech, language and communication. Identify **three** ways in which the setting supports speech, language and communication development.

[3]

(i) .....

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(ii) .....

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(iii) .....

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4. (a) Give **two** ways in which the nursery embraces routines. [2]

(i) .....

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(ii) .....

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(b) Explain how the nursery's consistent routine will support children's well-being. [3]

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5. Define what is meant by inclusion for children with additional support needs. [2]

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6. Jessica develops the ability to communicate effectively with the children.  
Explain why effective communication is important for Gwen's and Louis' well-being. [3]

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7. Outline the nursery's approach to the development of Welsh language skills.

[2]

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8. Jessica's transition into her role at the nursery was well-supported and positive. Name **four** types of transition that children may experience.

[4]

(i) .....

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(ii) .....

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(iii) .....

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(iv) .....

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**END OF PAPER**

