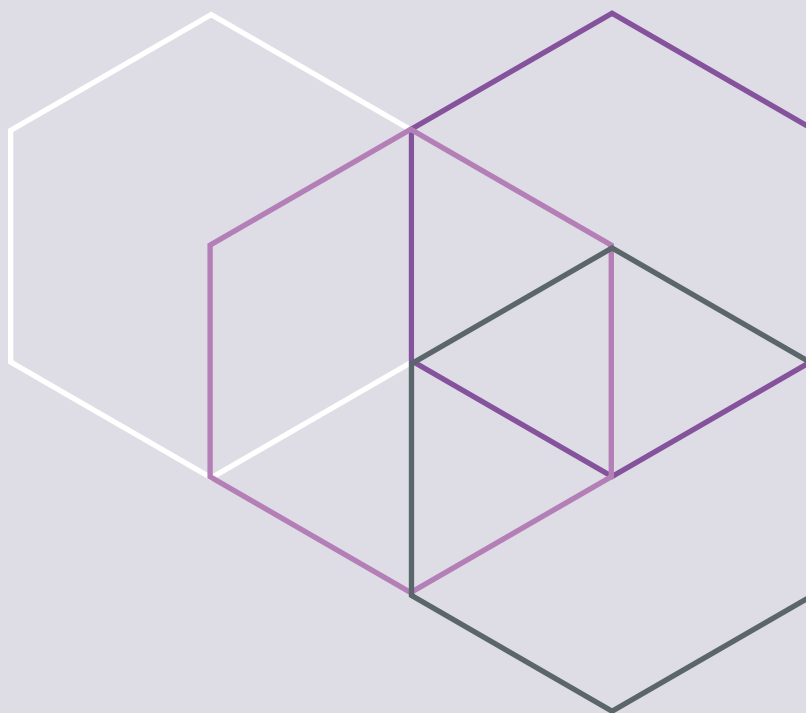


NCFE Level 2

CACHE Diploma for the Early Years Practitioner

(603/3723/0)

Workbook



PLEASE READ!

Every effort has been made to ensure the content of this workbook is accurate at the time of print/production. As some information (for example, legislation and government bodies) can change we recommend that you check the latest guidance and advice to ensure your answers are accurate and current.

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Course introduction

This workbook will support you to study towards the NCFE CACHE Level 2 Diploma for the Early Years Practitioner. It will provide you with knowledge and understanding essential to the early years sector, supporting progression to further learning or the workplace.

You can work through this workbook to support you with your learning for the mandatory units. There is content to read through as well as learning activities to expand your knowledge, challenge your understanding and stretch your learning. At the end of each section, there is a 'check your understanding' activity to help you consolidate what you have learned. There is a reflection activity to record your key learning points and create an action plan for further reading and research. There is also an activity to help you understand the bigger picture and how the topics link together.

There is a supporting assessment book to use alongside this workbook. You can use both of these resources to help build your portfolio. The assessment book includes links to information to support you with wider reading and research.

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Recording your 'distance traveled'

It is good practice to assess and record your current knowledge against the requirements of the qualification. This will help to identify the starting point and the areas you need to develop.

You can complete this questionnaire at the beginning, at the mid-point and at the end of your course. By comparing the results, you and your tutor will be able to measure your 'distance travelled' and show the progress that has been made.

Note: To help track the progress you are making, please enter a number 1 in the questionnaire to indicate each of your starting point ratings, and then use 2 for your mid-point ratings and 3 for your end point ratings.

	1	2	3	4	5	6	7	8	9	10
1. I understand legislation and guidelines for health and safety in Early Years Settings										
2. I understand policies and procedures for health and safety in Early Years Settings										
3. I understand risk management in Early Years Settings										
4. I can identify hazards in an Early Years Setting										
5. I can manage risk within an Early Years Setting in line with statutory requirements										
6. I understand how to identify and record accidents, incidents and emergencies										
7. I understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children										
8. I understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children										
9. I can access documentation in the event of accidents, incidents or emergencies										
10. I understand legislation and statutory guidance for practice in the early years										

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	1	2	3	4	5	6	7	8	9	10
11. I understand how policies and procedures inform equality, diversity and inclusive practice										
12. I can work in ways which support equality, diversity and inclusive practice in an Early Years Setting										
13. I understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children										
14. I understand whistleblowing										
15. I understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse										
16. I can locate policies and procedures for safeguarding babies and young children										
17. I understand the stages of child development from birth to seven years										
18. I understand influences on children's learning and development										
19. I understand the importance of attachment for holistic development										
20. I understand the needs of babies and young children during transitions										
21. I understand the care needs of babies and young children										
22. I understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements										
23. I can use hygienic practice to minimise the spread of infection in Early Years settings										
24. I understand rest and sleep needs of children										
25. I understand childhood immunisation										

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	1	2	3	4	5	6	7	8	9	10
26. I can meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs										
27. I know about adult and child-initiated play										
28. I follow statutory requirements for learning and development in an Early Years Setting										
29. I support babies and young children through purposeful play activities and educational programmes										
30. I understand the play environment										
31. I understand how the Early Years Practitioner supports children's behaviour and socialisation within play environments										
32. I promote positive behaviour										
33. I support different types of play for babies and young children										
34. I understand the impact of food and nutrition on children's health and development										
35. I understand healthy balanced diets and hydration										
36. I support the nutrition and hydration of babies and young children in an Early Years Setting										
37. I understand the impact of health and well-being on babies and young children's development										
38. I understand individuals' dietary requirements and preferences										
39. I support healthy eating in an Early Years Setting										
40. I understand babies and young children's need to be physically active										

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	1	2	3	4	5	6	7	8	9	10
41. I support babies and young children to be physically active in an indoor and outdoor space										
42. I support physical activity in an Early Years Setting										
43. I understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND)										
44. I understand how children learn and develop in the early years										
45. I understand the impact of transition										
46. I understand best practice for meeting the individual needs of young children										
47. I plan to meet the individual stages of babies and young children										
48. I work in partnership with others										
49. I understand policies and procedures relating to positive behaviour in Early Years Settings										
50. I support positive behaviour										
51. I follow policy and procedure for behaviour within an Early Years Setting										
52. I reflect on own role in relation to managing children's behaviour in an Early Years Setting										
53. I understand the principles of partnership working in relation to current frameworks when working with babies and young children										
54. I work alongside parents/carers, colleagues and other professionals										

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	1	2	3	4	5	6	7	8	9	10
55. I understand challenges to partnership working										
56. I understand recording, storing and sharing information in relation to partnership working										
57. I understand the role of the Early Years Practitioner during transition to school										
58. I understand how working in partnership with others contributes to children's well-being during transition to school										
59. I support children's language and communication needs in preparation for school										
60. I support children's mathematical development in preparation for school										

Unit 1:

Roles and responsibilities of
the Early Years Practitioner

Learning Outcomes and Assessment Criteria

To achieve this unit, you must:

1. Understand the role of the Early Years Practitioner	1.1 Explain the skills, knowledge and behaviours required for the role of the Early Years Practitioner
	1.2 Identify settings which provide early years education and care
	1.3 Discuss duties and responsibilities, limits and boundaries of the Early Years Practitioner
2. Be able to locate policies and procedures in an Early Years Setting	2.1 Access policies and procedures within an Early Years Setting
	2.2 Summarise the responsibilities and accountabilities of the Early Years Practitioner in relation to policies and procedures
3. Be able to communicate with babies, young children and others	3.1 Identify reasons why people communicate and different communication methods
	3.2 Communicate with babies and young children in ways that will be understood, including verbal and non-verbal communication
	3.3 Extend children's development and learning through verbal and non-verbal communication
	3.4 Encourage babies and young children to use a range of communication methods
	3.5 Use a range of communication methods to exchange information with young children and adults
	3.6 Communicate effectively with colleagues, parents/carers and other professionals
	3.7 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
	3.8 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development

4. Understand factors impacting on communication in practice	4.1 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech
	4.2 Explain how communication affects all aspects of own practice
5. Understand working relationships in Early Years Settings	5.1 Identify different working relationships for effective team practice in Early Years Settings
	5.2 Explain how a working relationship is different to a personal relationship
	5.3 Explain the roles and responsibilities of other agencies and professionals that work with and support Early Years Settings, both statutory and non-statutory
	5.4 Explain the importance of the voice of the child and parent/carer engagement for the home learning environment and their roles in early learning
6. Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner	6.1 Define the term 'reflective practice' for professional development
	6.2 Explain the importance of reflective practice and CPD to improve own skills and early years practice
7. Demonstrate CPD	7.1 Engage in CPD and reflective practice to improve own skills, practice and subject knowledge
	7.2 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities

Unit 1

Roles and responsibilities of the Early Years Practitioner

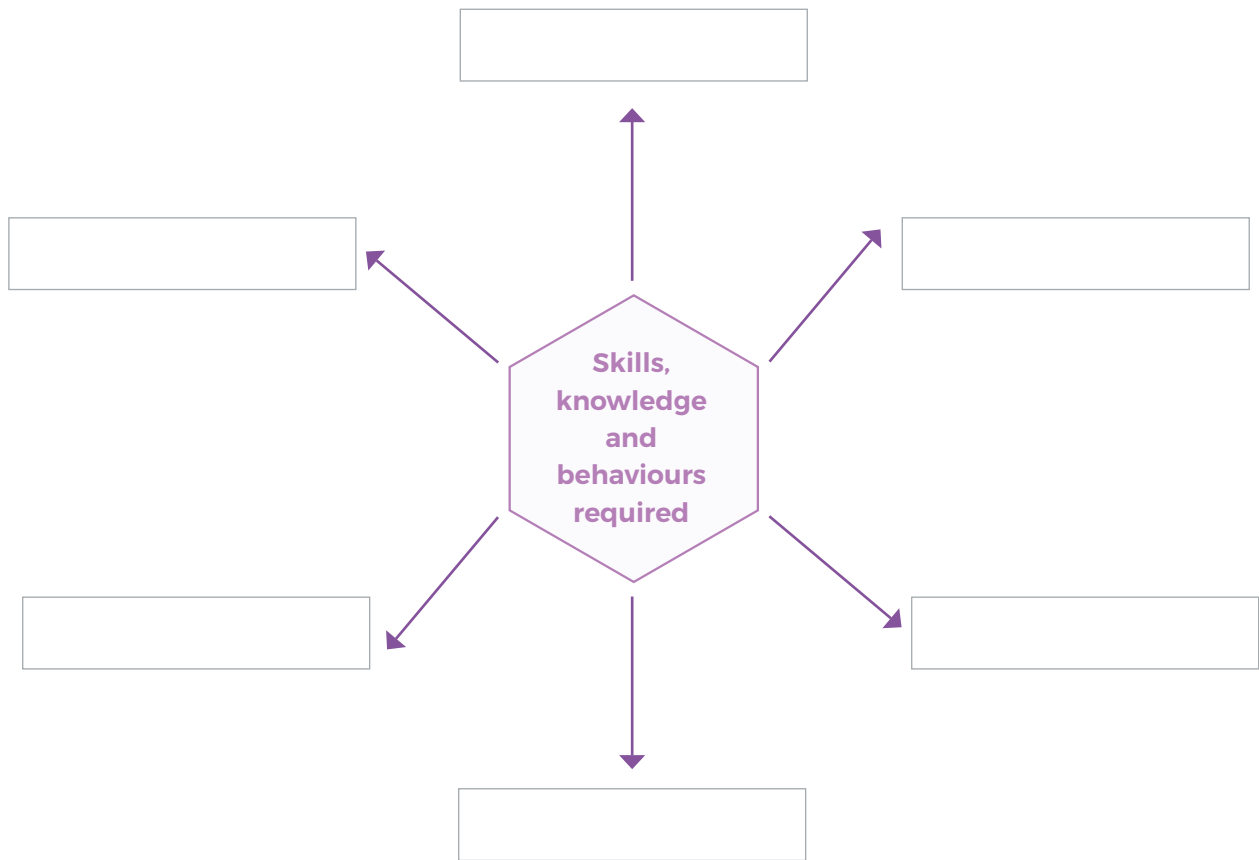
1.1 The skills, knowledge and behaviours required for the role of the Early Years Practitioner

You need to have a clear understanding of what your role as an Early Years Practitioner involves. Accessing a job description for the setting you are working in will help you to develop this understanding.



Activity

Think about the work you do and what you are required to do on a daily basis. Complete the spider diagram below to show some of the skills, knowledge and behaviours you think are required.



Unit 1

Roles and responsibilities of the Early Years Practitioner

Skills:

- Good teamworking
- Good organisational skills
- Excellent communication skills, both verbal and non-verbal
- The ability to work well with parents and carers
- IT skills
- Record keeping
- A commitment to work with babies and/or young children
- The ability to work under pressure and deal with emergencies
- Being able to create positive learning environments

Knowledge

- Knowing how to keep children safe
- Knowledge of the Early Years Foundation Stage (EYFS) Framework
- Knowing how children develop and learn
- Knowing how to observe and monitor babies and young children
- Knowing about confidentiality
- Knowing about hygiene, infection control and illnesses
- Knowing how to deal with emergencies
- Knowing the relevant legislation for your setting

Behaviours

- Being a good role model and demonstrating positive behaviour to children through your own actions
- Showing a caring and patient nature
- Showing you value and respect children
- Having clear expectations and communicating these well to children
- Having a positive attitude to work
- Supporting other colleagues
- Showing flexibility
- Being willing to continue your professional development
- Sensitivity, patience and understanding
- Flexibility and being open to change

Unit 1

Roles and responsibilities of the Early Years Practitioner



15min



Activity

Choose at least two from each section and make notes about why each one is important.

Area	Why it is important to your role
Skills	
Knowledge	
Behaviours	

Unit 1

Roles and responsibilities of the Early Years Practitioner

1.2 Settings which provide early years education and care

There are various different settings for Early Years education and care:

Setting	Description
Nanny	A nanny works in partnership with a family and usually lives in the family home to care for the child/children. Generally nannies provide care and educational development from birth to the age of seven years. Duties may include taking them to nursery or school, laundry and cleaning of the child's room, visits to promote the child's development and the setting up of activities and play.
Registered childminder	Registered childminders are self-employed, working in their own home to care for children. They provide activities and meals for up to six children at a time.
Day nursery	Day nurseries provide care and education for babies of three months until the child starts at school.
Nursery classes	These are run by some primary schools for children to attend before they start in reception class. It can be a good way of helping children make the transition to school.
Pre-school	Children between the ages of two and five can attend, usually for half a day.



15min



Activity

Choose one of these settings and find out more. Make notes in the box below. Information could include the main aim of the service, opening and closing times and the people who work there along with their roles.

1.3 Duties and responsibilities, limits and boundaries of the Early Years Practitioner

Your duties and responsibilities will vary depending on the setting you work in. Make sure you obtain a copy of your job description and you know what they are.



15min



Activity

List at least five of your duties and responsibilities below:

Duties and responsibilities

These may include:

- Supporting behaviour effectively
- Delivering the EYFS Framework effectively to meet the needs of babies and children
- Communicating with parents
- Attending required training
- Observing confidentiality when dealing with information and records
- Being aware of current legislation relevant to your setting and job role
- Working effectively with other colleagues
- Providing positive learning and play environments
- Observing and monitoring babies and children
- Working towards the Special Educational Needs and Disability Code of Practice to support needs, progress and development
- Record keeping

Unit 1

Roles and responsibilities of the Early Years Practitioner

Limits and boundaries

It is important to understand the limits and boundaries of your role. Make sure you are aware of these – for example, when do you need to refer concerns to a more senior member of the team? Some examples of when you would need to seek advice or further support include if you suspect neglect or abuse, in the case of an accident or illness or if you have concerns regarding the child’s learning or development. You also need to make sure that you maintain professional relationships with colleagues and parents/carers at all times, and ensure that your behaviour is always professional. Think carefully about what you put on social media, for example.



5min



Activity

Think about the limits and boundaries in your role. List three below.

Unit 1

Roles and responsibilities of the Early Years Practitioner

2.1 Policies and procedures within an Early Years Setting

You need to be able to locate the policies and procedures in the Early Years Setting. Policies and procedures are required by Ofsted to ensure that everyone working with babies and children knows and understands their role. Make sure you know where these can be found and can give a brief description of the areas covered. Ensure you are able to show your assessor where these policies and procedures can be found.

Examples of statutory policies include:

- Data protection
- Child protection/safeguarding
- Early Years Foundation Stage (EYFS)
- Special educational needs and disability
- Health and safety
- Equal opportunity
- First aid



Activity

Find out about three policies and procedures in your setting and provide brief notes on their content.

Policy/ procedure	Brief description of content
1	
2	
3	

2.2 The responsibilities and accountabilities of the Early Years Practitioner in relation to policies and procedures

Early Years Settings need clear policies and procedures to guide day-to-day practice and enable the smooth running of the setting. Policies and procedures enable staff to carry out their job role effectively as they understand what is expected of them, how they must behave and what they need to do in different situations. These documents are often updated regularly so they don't become out of date.

Your responsibilities are to know where the policies are kept and how you can access them and be aware of their contents. When you make decisions, you must rely on the information contained in these policies and procedures to make sure you are acting correctly.

You are accountable for following the policies in your settings at all times. Many organisations ask employees to sign a form to confirm that they have read policies and are familiar with their content. By acting in accordance with the policies, you will be making sure that you put the safety and welfare of children first.