



Unit 1 Revision Guide

An introduction to working with children aged 0 – 5years

Name.....

CLASS.....

Contents

Unit 01: An introduction to working with children aged 0-5 years

1. Describe the main types of settings available for children
 - Childminder, school based nursery, nanny, children's centres, crèche, reception, primary school
2. Identify some of these settings within local provision
 - Statutory, private, voluntary
3. Responsibilities of early year's workers
 - Safeguarding, recognising when they should refer to others, Health & Safety, acting as a role model, understanding need for quality and diversity.
4. Key issues to consider when preparing for a placement with children
 - dress code, behaviour, time keeping and positive attitudes, paperwork, communication with the setting
5. Individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practice.
 - Using forms, observing children, getting to know families, talking to children about their interest
6. Reflecting upon own preferred learning style.
 - Visual, auditory, tactile
7. Relevant study skills
 - Knowing how to organise yourself, where to find information, not taking, planning assignments, referencing work.

No. 1: Examples of early year's settings:



Early years setting –an early year's group where children's learning and development are nurtured by adults.

- **School Based Nurseries-attached:** to primary, term time only, ages vary, 2 for private year before education for state (2+)
- **Reception:** starts during year of 5th birthday, start on half day, school based (4-5)
- **Children's Centres:** for children under 6 and families, range activities (0-5)
- **Daycare nurseries:** register with OFSTEAD, open all day, can be private or state. (0-5)
- **Out of school cubs/play centres:** clubs for school ages children before and after school and school holidays (4+)
- **Parent and toddler groups:** drop in sessions for parents, parents responsible for children still. (0-3)
- **Pre-schools and playgroups:** playgroup run by parents or children left with staff, usually voluntary, short sessions i.e. 3 hours (2-5)
- **Workplace nurseries:** Provide child care and education at the place of work of parents. (3months+)
- **Crèche:** interim care for children while parents busy with on off activities, OFSTEAD not required (varies)
- **Childminders:** looks after children in their own home, self employed, registered by OFSTEAD, flexible, up to 6 children (0-8)
- **Nannies/Home carer:** employed by parents, looks after children in their home (0-5)

No. 2: Different types of settings:

Statutory Settings:

- A national service that must be provided by law throughout the UK.
- Government sets up, manages and leads.
- Funded from working people's taxes based on their income.
- For example state schools



Private Settings:

- Owned or run by private individuals rather than the government.
- Usually charge a fee for their services as they are a business and need to make a profit.
- Examples: Private nurseries, crèches & childminders



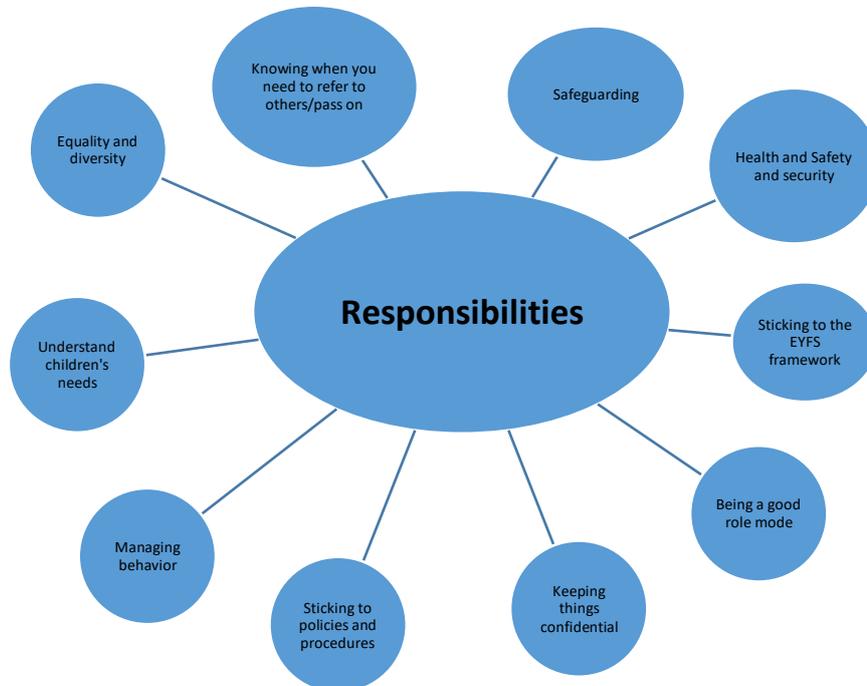
Voluntary Settings

- Non-profit organisations and charities (third-sector organisations).
- Funded through donations, such as a church group raising money to run a local community centre
- Some staff may be paid to lead and manage the organisation (donations/grants/charities).
- Services mainly provided by volunteers.
- If children are left with volunteers the setting will need to be registered with and inspected by OFSTED.



No. 3: Responsibilities

An early year's practitioner who has responsibility for one child. Someone who knows him/her best. They are Key Workers.



Safe guarding:

- Everyone's responsibility even if only there on a placement.
- Protecting children in their everyday not just making sure safe in the nursery. The child's safety is always priority.
- Teaching them about 'stranger danger'
- Reading and following the safeguarding policy
- Be careful with physical contact
- Pass on anything that you notice that might be suspicious/unusual
- You should never be alone with children

Health and Safety:

- You must follow the setting's health and safety procedures in order to keep children safe.
- Keeping children safe and secure
- closing doors behind you
- Making sure that you do not bring anything into the setting that could harm children, such as matches or lighters.
- Following fire drills
- Dealing with first aid incidents/accidents
- Managing sickness
- Storing medicines
- Teaching children to be safe and play safely



The Early Years Foundation Stage.

These are the standards set up by the government. All early years' workers must do what they say.

The areas of learning and development are:

1. **Communication and Language:** Provide the opportunity for children to develop language. Talking and listening and reading stories.
2. **Physical Development:** Encourage co-ordination, balance, control and movement. Provide healthy food
3. **Personal, social and emotional development:** Helping children to develop positive friendships, self-esteem, identity. Managing children's behaviour.
4. **Literacy:** Reading and writing.
5. **Mathematics:** Counting, using numbers, addition and subtraction, shapes, spaces and measure.
6. **Understanding of the World:** Finding out about people, places, technology, the environment.
7. **Expressive Arts and Design:** Art, music, dance, creative activities, role play , design and technology.

The responsibility to refer to others (pass important information on)

An early years worker should refer on to others on some occasions, if expert advice is needed or someone with experience needs to deal with a problem/issue.

This happens when ;

- A parent needs advice (about toilet training, an illness or condition, the child's development, filling in a form)
- A complaint or concern is raised
- A child discloses (tells someone) abuse (physical, emotional, sexual)
- A child has an accident and needs first aid (the correct procedure)
- A child is unwell (a rash, a headache)

What happens if responsibilities aren't met?

- Children will be at risk of harm from accidents and abuse.
- Children's development will not be promoted
- Confidentiality may be broken.
- Early Years worker will not be trusted as a positive role model.
- Reputation of the setting will be affected.
- Parents and carers will complain about the care

No.4: The following key points must be considered before starting a placement:

Before starting.

- Find out what to wear, what time to arrive, what you will be doing, where to go, who to report to.
- When in placement.
- Make sure you are on time
- Limit jewellery – big ear rings
- Flat shoes
- Good hygiene
- Hair up
- Make sure you show interest and a positive attitude – ask sensible questions
- Take initiative – tidy up !

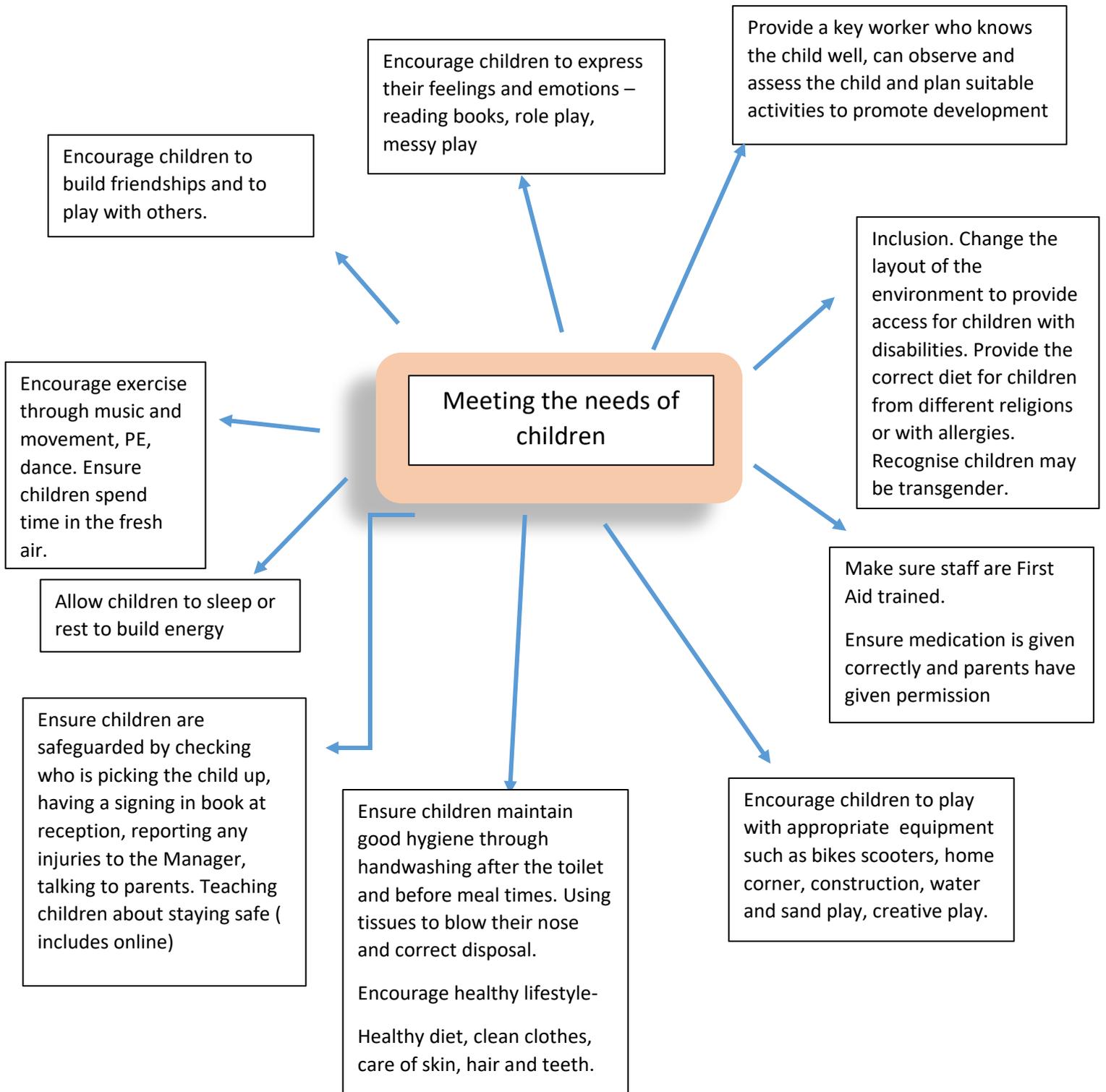
Confidentiality – don't repeat things you hear about children. Don't leave computers on, put paperwork away.

WHY? You are a role model. Children copy adults. You need to show you are a trustworthy and reliable practitioner.

Questions you could ask:

- How are children safeguarded?
- Staff have a responsibility to report any concerns to the safeguarding lead.
- Policies and Procedures. – Safeguarding Policy tells staff what to do if they have a concern
- Staff are aware of who picks children up from school
- Visitors are DBS checked.
- The school is locked and all visitors pass through reception and have to sign in.
- Staff observe for changes in behaviour, bruises, upset.
- What policies and procedures do you have? (Equality and Diversity, Health and Safety, Safeguarding).

No.5: Individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practice.



We can identify needs using:

- Using information forms
- Observing children
- Talking to children
- Getting to know their families
- Learning about medical needs
- Looking at their age and stage of development

Inclusion & Diversity

The Equality Act 2010

It is against the law to discriminate against people because of age, gender, sexual orientation, race, religion, disability.

The Early year's worker must ensure the environment is suitable for all children.

The Environment.

- Wider doors for wheelchairs.
- Space for wheelchairs. e.g raised desk or table.

Food.

- Ensure correct diet is provided for children who are MUSLIM – no pork, JEWISH – kosher.
- Ensure correct diet for children with medical conditions – diabetes (reduced sugar), coeliac disease (no gluten)
- Ensure those with allergies avoid foods e.g nuts.

Children whose home language isn't English)/different cultures

- Provide key words.
- Encourage reading, speaking and listening.
- Include parents
- Use of dictionary.
- Use of traditional dress from different countries in home corner.
- Read books which represent people of different cultures.
- Allow children to worship according to culture.
- Displays about Chinese New Year, Eid.

Children who have difficulty writing.

- Easy grip pens
- Sloping boards for writing.

Children with vision impairment.

- Large print for children with vision impairment.
- Braille.
- Use of bold colours
- Seated near to board.

Children with hearing impairment.

- Use of hearing aids.

- Gender.
- Sit near to the teacher.
 - Allow children to play with all toys, e.g girls – construction, boys, dolls
 - Non discriminatory language – not phrases like “ I need a strong boy to help”

Important key terms

- Inclusive practice – making sure all children are included in activities and there is no barriers to their learning and development.
- Diversity- All differences in a group are accepted and respected. This might be a difference in race, religion, sexuality, gender, disability.
- Special educational needs – children who have learning difficulties or a disability. The term can be shortened to SEN.
- SENCO – Special Educational Needs Coordinator. This person will make sure the needs of the children with SEN are being met. They will work closely with families and professionals outside of work.
- Equal opportunities – the right to be treated equally with others, and not discriminated due to age, gender, race or disability.
- Discrimination – treating a person differently due to race, age, gender or disability.
- Prejudice – assumptions made about a person based on their race, age, gender or disability.

No. 6: Learning styles

- Visual learners – focus on what they see, remembering what they read and write. They understand best through charts, images, printed information.
- Auditory learners – Prefer to hear instructions or facts rather than reading things. Auditory learners may say things out loud to help them remember information.
- Tactile / kinaesthetic learners – learn best through touching and doing. They prefer to learn through a practical way. They may have a shorter concentration span and move around more.

No. 7. Identifying relevant study skills:

Skimming	Skimming is used to find out what the text is about – ‘to get the gist’.
Scanning	Scanning is used to find a specific word, phrase or piece of information.
Mock tests	A practise test to help you to get used to the format of an exam
Posters with all information on	Clear bold colourful information which helps to remember key facts
Answering exam questions.	Helps a student to practise the correct format for gaining marks in an exam
Note-taking.	Writing down key ideas about a topic.
Mind-mapping.	Mapping out ideas in a colourful, visual diagram.
Using the internet (research)	Working independently to find out information. This will help a student to formulate their own ideas or opinions about a subject.
Underlining and highlighting	Helps a student to learn key ideas or terms by making them stand out
Key words tests	Helps a student to spell key words correctly.

It is important you can make a distinction between note-taking and note-making.

- **Note-taking** – notes which you write down when listening to somebody speak. Usually this entails noting only specific key points to refer back to them. It is important to use your own words.
- **Note-making** – when you write your own notes while reading through some text (from books, online, magazines). You need to only write down relevant points that are useful. You may also underline parts of the texts you are note making from