

# CACHE Level 2 Technical Award in Child Development and Care

Revision booklet

UNIT 1. An introduction to working with children aged 0 – 5years

Name.....

CLASS.....





The exam!

The exam is 1.5 hours.

It consists of short answer ( 2, 3 and 4 mark questions and extended writing questions ( 6 and 9 mark questions).

The exam is 50% of the final grade.

You will be assessed in the following ways;

AO1	Recall knowledge and show understanding	<b>Remember facts</b>
AO2	Apply knowledge and understanding	<b>Say why and how. Give examples</b>
AO3	Analyse to demonstrate understanding of concepts and theories	<b>Discuss and link to theories</b>

You have been given some model answers  
to try some questions yourself



and some opportunities

Key word are in **green**

**Red** words in questions are those you need to highlight  
to make sure you read and understand



## Different types of provision ( places where children are cared for and educated)

<b>Statutory</b> ( set up by law, provided by the government)	<b>Private</b> ( have to pay)	<b>Voluntary</b> ( charity, not for profit)
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## Role and function of settings

Nursery school. ( statutory)	A school for children aged between 3 and 5. In its own building. Early learning. Follows the Early Years Foundation Stage.
Nursery class.	For 3 and 4 year olds. Attached to a Primary school. Early learning. 15 free hours. Must have a teacher. EYFS.
Pre school playgroup). ( voluntary)	2 – 3 year olds. Children play for 2 – 3 hours. Parents/carers can stay. Run by parents. Have to be registered with OFSTED
Primary school. ( statutory)	A child starts school ( in reception class) following fourth birthday. Early learning goals. Literacy and numeracy. Exercise
Private day nursery (private)	Open early for working parents/carers. Babies from 6months to 4 years. Play and care. Toilet training, sleep and hygiene routines
Creche. (private)	Care in the same building as parents may be working or training, e.g college or hospital. Play activities, in door and outside
Surestart Children’s Centre.	Families can take children. Advice and support. Family cookery, baby massage, child care.
Holiday Club (voluntary)	Fun play and activity during the holiday
Before and after school club. (voluntary)	Homework club. Activities and play before and after school. Creative activities/sport/homework
Childminder (private)	Cares for children in own home. Registered with OFSTED. Play. School pick up.



lanny  
(private)

Cares for children in family home. Play and care. Toilet training. Provide meals. Bedtime routine. May be employed by an agency

**Questions about provision.....**

Name **three** early year's settings where a qualified early years workers could work (3 marks)

1. Before and after school provision
2. Private day nursery
3. Nursery class

Name one **statutory** early years setting (1 mark)

1. Primary school



Now try one yourself!

Name **one private** early years setting (1 mark)

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**What is the role of a childminder? (3 marks)**

A childminder works in their own home. S/he is responsible for keeping a child safe in the home whilst parents/carers are at work. S/he will provide care such as healthy food, help with homework, pick up from school, taking children to a pre school .

**What is the role of an early years worker in a nursery class? (3 marks)**

An early years worker will assess and observe a child, making sure they communicate with parents. S/he will support a child's learning and make sure the child is safe and happy.



Now try one yourself!

**What is the role of an early years worker in an after school club? (3 marks)**

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## The role and responsibilities of early year's workers

To provide a key worker who is responsible for the child's care

To keep children safe and prevent accidents

To safeguard children by protecting them from abuse by others.

To support Learning and Development by following the Early Years Foundation Stage -

Helping children to communicate (talk, read and listen)

Provide opportunities to be active (exercise)

Provide a healthy diet

Help children to develop friendships and good self esteem.

Understand the world ( people, places, the environment, technology)

Literacy - Reading and writing

Numeracy - Counting, addition, subtraction, shapes , space, measurements

Being creative and imaginative - art, music dance, music, role play, stories

Observe children to assess their development

To work with parents - to keep records and deal with concerns

## The Early Years Foundation Stage.

These are the standards set up by the government. All early years workers much 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.



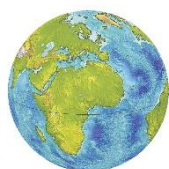
### 4. Literacy.

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.





**Questions about the EYFS.....**

**What is a **key** worker? (1 mark)**

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

**Name one area of **learning and development** ( 1 mark)**

Literacy.

**How will an early years worker know if a child is achieving his/her early learning goals in the area of **communication and language**? (2 marks).**

The child will listen attentively. The child will listen to stories. They will ask questions and make comments. The pay attention to what others say and respond.



**How will an early years worker know if a child is achieving his/her early learning goals in the area of **literacy**? ( 2 marks)**

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## **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





## Questions about roles and responsibilities.

**Discuss why early years workers must always carry out their roles and responsibilities ( 6 marks).**

Early Years workers must always carry out their roles and responsibilities for several reasons.

The Early Years Foundation Framework sets down what must be done in settings. This is so that early year's workers can carry out their role professionally.

They must do training courses such as First Aid to keep up to date with changes.

It is important that children are kept safe and are protected in the setting.

Children need to be cared for and educated so that they can make progress in their learning, for example reading and writing.

Parents will trust the professionals working with their children and be happy with the care they are receiving.

If early years' workers do not follow guidelines parents will be concerned and this will affect the reputation of the setting.

**An early year's worker has a responsibility to encourage children to develop positive relationships with others. Describe three ways in which an early year's work could do this in a nursery setting. (6 marks)**

A nursery worker could support children to develop relationships in a number of ways.

Children could be encouraged to work in small groups during a planned activity such as craft or messy play. The nursery worker could encourage them to take turns to cooperate with each other by being polite and respectful.

The nursery children could be encouraged to participate in nursery routines such as tidy up time, snack time where they need to help each other and understand the importance of working as a team.

The nursery worker could talk to the children about what they like doing , what they are interested in. They could be encouraged to swap ideas with each other, listen attentively and contribute to a discussion with each other.

**Identify two** ways in which early years workers can work with parents and explain how each way supports children's **development** (4 marks)

The early years worker could invite parents in to a drop in or a coffee morning to discuss any concerns or questions they have about their child.

The early years work could record a daily record of what the child has learnt, a skill they have achieved that day.

Or

The early years worker could hold a parents/carers evening so that parents can discuss progress and targets.

An early years worker could ask parents/carers to come in to show the children objects of interest from their own culture, e.g traditional dress, food, information about their religion and cultural practises.



**Now try one yourself....**

**Identify three responsibilities** that a student will have when attending a placement. ( 3 marks)

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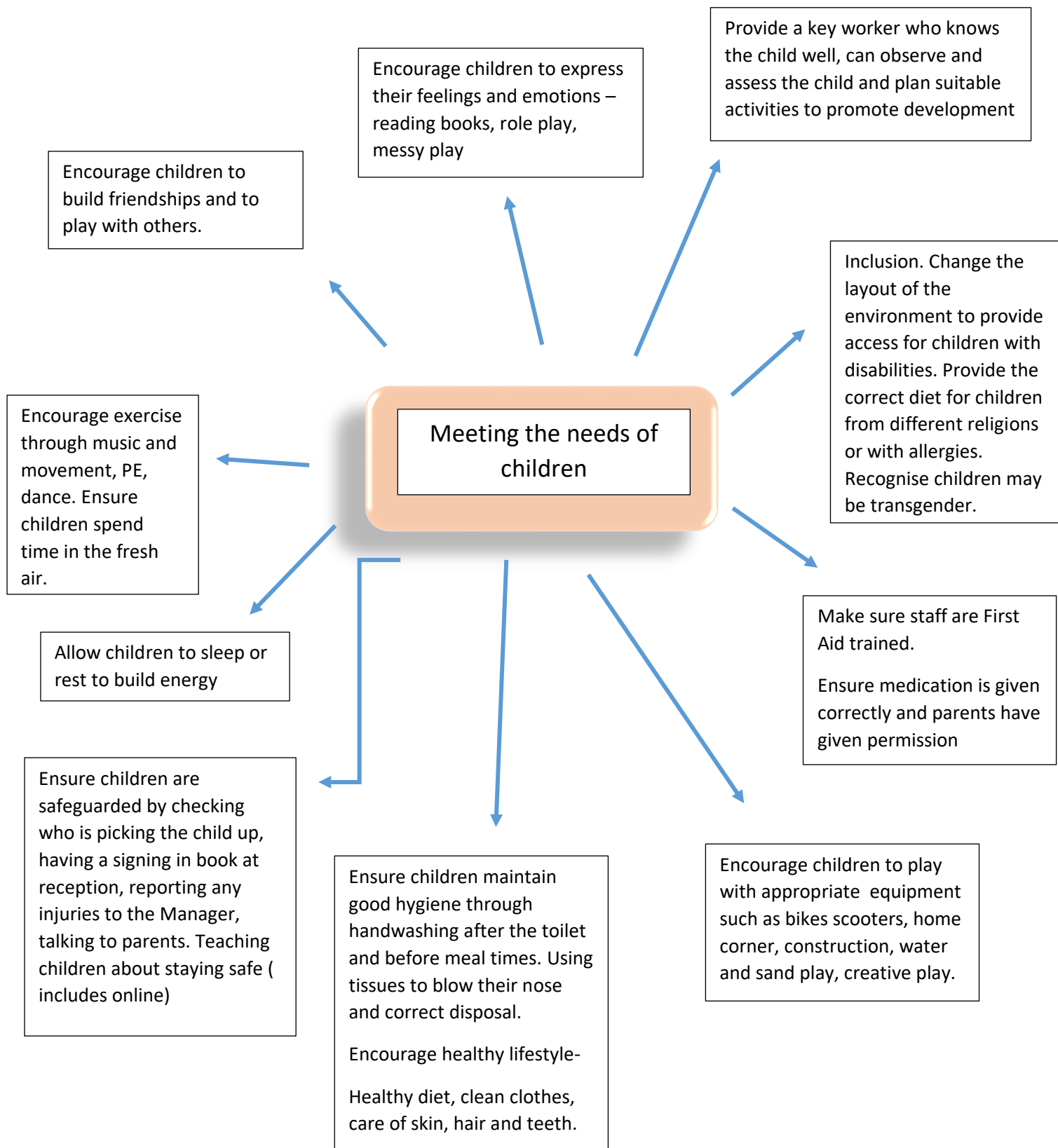
**Identify and explain two** ways in which an early years worker can introduce **numeracy** in a **private day nursery**. (4 marks)

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## Meeting the needs of children in an early years setting.





An early years worker must meet the needs of all children in a **private day nursery**. Describe **three** ways in which children can be encouraged to **exercise and be active**. ( 2 marks)

A child can be encouraged to be active by taking them on trips outside the setting, for example, to the park.

The early years worker will do activities with the children such as PE, music and movement and dance.

The early years worker could do a display with the children about the benefits of being active and exercising



Now try one yourself.....

**A young child is tearful and clingy on his/her first day at **nursery**. Describe **three** things the early years worker do to make sure he settles down and adjusts to the new setting. ( 6 marks)**

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## **Preparing for 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).



Identify **three behaviours** a student must demonstrate in a placement and give reasons **why**. (6 marks)

A student must make sure they are on time every day. This is because s/he needs to work as part of a team, show they are trustworthy and reliable. They are also fulfilling the responsibilities of the role.

It is important to dress correctly, for example a student must not wear inappropriate jewellery or footwear. This is because it is important that h/she does not slip and is not injured. Young children are inquisitive and will pull ear rings and long hair.

It is important that a student uses their initiative so that they are seen as reliable. Staff won't need to ask a student to do things resulting in good team work and effective routines.



Why is it important for a student to ensure s/he doesn't discuss any of the children **outside** the setting? (2 marks)

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Identify three things the student could ask **before** starting in the setting? ( 3 marks).

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-Learning styles.

Kinaesthetic	Likes to be up and active. Likes to be practical and watch demonstrations of how to do things. Hands on , learns by doing
Visual learner	Prefers to see information, draw mind maps, visualise ideas.
Auditory	Likes to hear information and listen



Questions on learning styles.

**Identify** and **describe one learning style** a student may use during a child care course. (2 marks)

Auditory – a student likes to listen to information.



**Describe** why it is important for a student to understand his/her **learning style** ( 2 marks)

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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
Writing an assignment.	Helps a student to practise writing

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.
Key words tests	Helps a student to spell key words correctly.



Explain why **one** study skill is important for effective study. ( 2 marks)

Skimming and scanning is important because it is a quick way of reading and summarising important information which you need to remember.

Or

Notetaking is important as it provides key information which you need to remember.

Or

Research is important in order to learn more about a subject. It helps to support your own ideas or opinions.



Give **three** ways in which a student can **prepare** for an **exam**. ( 3 marks)

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## **Inclusion and diversity.**

**INCLUSION** – All children should be given the same opportunities, to take part in the same activities, to enjoy the same experiences.

**DIVERSITY.** This means that all differences in a group are accepted and respected. This might be a difference in race, religion, sexuality, gender, disability.

## **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.
- Sit near to the teacher.
- Talk clearly

Gender.

- 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”



Give **three** examples of how an early years worker can contribute to **inclusive practise**.( 6 marks)

A series of 15 horizontal dashed lines provided for writing the answer.