All Wales Induction Framework for Early Years and Childcare: Workbook 2

# Health, well-being, learning, development and play

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# All Wales Induction Framework for Early Years and Childcare

# Health, well-being, learning, development and play

This section will help you explore the role that you as an early years and childcare worker have in promoting children’s health and well-being.

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# 2.1 Factors that affect health, well-being, learning, development and play

In this section you will show your understanding of the factors that may affect the health, well-being and development of children and young people. Knowledge of child development is important because it will help you understand the needs of children at different stages in their lives. You will also need to be aware of the factors that may have a positive or negative impact on development and how this links to their health and well-being. You will need to learn about child development before doing this part of the workbook. This may be through training or through guided reading and research.

**Learning activity**

Workbook notes

1. List the stages of child development.

In the table below, list five different factors and explain how they may affect the health, well-being and personal, physical, social and emotional development of children.

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| **Factor** | **How it may affect the health, well-being and personal, physical, social and emotional development of children** |
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| Workbook notes   1. Outline the links between intellectual, physical and emotional growth, and how to support their development. 2. Why is early intervention and partnership working necessary and important, for the health, well-being, learning and development of children? 3. Explain the types of changes in a child that may give cause for concern. |

**Learning activity**

You will need to understand that early child development is significantly affected by the way in which children form attachments with those who provide their primary care.

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| Workbook notes   1. What does the term “attachment” mean to you? 2. What is meant by the term “resilience”? Why is this important for the well-being and development of children? 3. Can you describe how secure attachments are formed, and the impact secure attachment and insecure attachment may have on children’s development? 4. Provide an example of how you work with children to promote their self-identity, self-esteem, sense of security and belonging, and outline why this is important. |

**Learning activity**

It is important you understand the link between emotional resilience and self-esteem, and how as an early years and childcare worker you can promote this.

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| Workbook notes   1. Why is it important to recognise and celebrate the abilities, talents, and achievements of the children in your care? 2. How does your setting recognise and celebrate the abilities, talents and achievements of the children in your care? 3. Give an example of how you have supported children to recognise and celebrate their abilities, talents and achievements. |

**Learning activity**

Adverse childhood experiences (ACEs) is the term used to describe traumatic experiences before the age of 18 that can lead to negative, lifelong emotional and physical outcomes**.**

In the table below, give three examples of ACEs and explain how that ACE can impact children’s health, well-being, learning and development.

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| **Example of an adverse childhood experience** | **Impact on children’s health, well-being, learning and development** |
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**Learning activity**

Read the case study below and answer the questions.

Merna works at Apples and Pears playgroup with children aged three to four years and is responsible for planning the early education element of the setting. Merna wants to implement in the moment planning for an activity that supports the children’s learning and development through play.

Merna plans to take the children out to play at 10am as she usually does and plans a series of activities and experiences that will help the children learn, develop and understand about autumn through their play. During this session the children will be asked to collect leaves and other natural resources, and put them into groups, such as the largest to smallest, and those of the same colour.

While outside, Lewis asks what will happen if he drops his stick in the water table. Merna asks him what he thinks will happen. Lewis says he thinks it will float because he has seen sticks in the river by his house. Merna encourages him to put it in the water, which he does, and it floats. The other children then take some of their items to the water table and start asking each other if the items will sink or float. Merna supports the children to explore this, asking them to think about why something may sink or float and makes a note of how each child develops their understanding.

When they go back inside, Merna records this in the children’s individual development files so she can monitor this moving forward. She discusses with her manager how she’d like to repeat the exercise later in the week to see what the children have learned. Her manager suggests she also speaks to her local authority liaison teacher.

Pauline works as a liaison teacher with the local authority supporting childcare settings with the implementation of the Curriculum for Wales. She works closely with Merna to provide advice and guidance about the delivery of the early years’ entitlement. This includes making sure the children’s individual developmental profiles are completed accurately. Pauline talks to Merna about the tasks she has completed with the children and suggests that she contacts her local play development team, who may be able to support this learning through a range of play-based activities.

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| Workbook notes   1. Merna plans to carry out an activity that will focus on several curriculum areas. Outline how the curriculum areas help support children’s holistic development. 2. Merna has tried to create a positive learning experience for the children. Describe what is meant by a “learning experience” and how it supports children’s development. 3. How has Merna used every-day routines and activities, materials and first-hand experiences to support the health, well-being, and learning and development of the children? 4. How does engaging children in meaningful and enjoyable activities support their well-being and the development of intellectual, physical and emotional growth? 5. Lewis thinks creatively when he asks about his stick floating in the water. Why is creative development important to the health, well-being, learning and development of children? 6. Pauline works for the local authority and comes in to support the setting. What other agencies and workers may be involved in supporting the health, well-being, learning and development of children? 7. Why is it important for Merna to observe, monitor and record the development of the children, and give examples of development and assessment frameworks she might use? |

**Learning activity**

As you have learned in the principles and values workbook, creating good partnership and relationships with families/carers is important to support children’s care, learning and development.

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| Workbook notes   1. Describe how the structure of families and arrangements for the care of a child can impact upon their view of the world and sense of well-being. 2. Why is it important to promote confidence for families/carers in their parenting role and to develop their ability to relate positively and engage in play activities with their child? 3. Explain the role of relationships and support networks in supporting the well-being of children and how you would develop positive relationships with children and families/carers based on trust, respect and compassion. |

# 2.2 Positive environments for the health, well-being, learning, development and play of children

Providing positive and nurturing environments that support children’s emotional, physical and mental well-being is important to support their growth and development. A positive environment includes providing good quality and nurturing care within a safe and comfortable physical environment.

Thinking about the children you support in your setting, and an inclusive gender neutral environment, complete the questions below.

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| Workbook notes   1. What are the features of a positive environment and how they can meet the regulatory requirements? 2. Thinking of your own setting, how do you make sure the environment is welcoming, nurturing, safe, clean and stimulating, and takes account of the children's needs, interests and preferences? 3. How does your setting’s environment support the holistic development and inclusion of all children in line with curriculum frameworks and curriculum areas? 4. Give an example of how you have adapted the environment to support the holistic development and inclusion of a child in your setting. 5. Why is it important for children’s well-being and development to have consistent routines? For example, balancing periods of physical activity with rest and quiet time. |

# 2.3 Play

Play is it important for children’s health, well-being, learning and development. The Welsh Government’s *Statutory Guidance – Wales a Play Friendly Country* (2014) states that:

*“The Welsh Government places great value on play and its importance in the lives of children in our society. We believe that children have a fundamental right to be able to play, and that play is central to their enjoyment of life and contributes to their well-being. We also believe that play is essential for the growth in children’s cognitive; physical; social and emotional development. There is much evidence to support this belief and an increasing understanding of play’s contribution not only to children’s lives, but also to the well-being of their families and the wider community.”*

**Learning activity**

The playwork principles establish a professional and ethical framework for playwork. They are endorsed and supported by the playwork sector and the Welsh Government.

Answer the following questions to show that you understand the importance of play and how you can support this in your role.

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| Workbook notes   1. Read about the [playwork principles](https://play.wales/playwork/the-playwork-principles/)  and describe what is meant by “the playwork principles”. |

In the table below, describe different types of play and their benefits. The first one has been completed for you as an example.

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| **Type of play** | **Description** | **Benefits** |
| Self-directed play | Self-directed play is freely chosen. Allowing children to play without an imposed framework, on their own, without adult interference. | Stimulates imagination. Self-directed play allows children to be creative. It allows children to play how they want to play and teaches problem-solving. |
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| Workbook notes   1. Explain how the environment and choice of equipment and materials used support different types of play. 2. Describe how play supports holistic development. 3. Explain how children may use play to express emotions, fears, anxieties or copy behaviour they have observed.      1. Describe how play assists children’s learning about themselves, those around them and the wider environment. 2. Explain how to involve children in the creation of different types of play spaces and how to identify if a play space is stimulating, challenging, restful or relaxing. 3. Why risk is important in play and how do you encourage and support acceptable levels of risk. 4. Give some examples of how you:  * provide a range of opportunities for different types of play for children’s individual needs and preferences. * adapt the environment and activities to support participation for children’s individual needs and preferences. |

# 2.4 Communication development

Understanding how to communicate effectively with children and their families/carers is important. Almost everything we do involves communication, including expressing wishes and feelings, learning, playing or making friends. Communication can take many forms, including speech and language, non-verbal communication, British Sign Language (BSL) or symbols, among others. Some children will need support from workers to effectively communicate their needs.

**Learning activity**

To show your understanding, answer the questions below:

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| Workbook notes   1. Explain the importance of speech, language and communication for children, and how they impact on health, well-being and development. 2. What would you do if you were concerned about a child’s speech, language and communication development? 3. In these circumstances why is early intervention important for speech, language and communication development? 4. How do different agencies work together to support speech, language and communication development? 5. How can play and activities be used to support the development of speech, language and communication? Give three examples. 6. Explain ways in which adults can support speech, language and communication development of children. |

Talk to your manager about how you have considered the communication needs of a child that you work with and record some key points below.

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| Workbook notes |

# 2.5 Additional support needs

It is important to recognise and support the health, well-being and development of children with additional support needs.

The Additional Learning Needs and Education Tribunal Act (ALNET) brings about changes to the way children in Wales, who have additional support needs, receive support. The changes came into effect in 2020.

**Learning activity**

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| Workbook notes   1. Explain how the ALNET legislation changes support for children and their families/carers compared to other pieces of legislation for the support of children with additional needs. 2. Describe the types of additional support needs that children may have and how you would find out about these, including children who are more able and talented. 3. What are the principles of inclusion for children with additional support needs? 4. How would you adapt the environment and activities to enable all children and young people to take part? |

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# 2.6 Personal care of children

Supporting children’s personal care in a way that demonstrates dignity and respect is an important aspect of good quality care and support. Some children will need support or guidance to learn to take increasing responsibility for their personal care, while others will require more direct support, depending on their age and support needs.

**Learning activity**

Read the case study and answer the questions below.

Mared is 12 months old and attends her local childminder, Ty Hapus. Ty Hapus is a home-based childcare provision run by Gwyndaf and his wife Sara. During the day Gwyndaf changes Mared’s nappy as part of the setting’s usual routine. He quietly takes Mared to the nappy changing station where he washes his hands, then puts on appropriate personal protective equipment (PPE). As Gwyndaf changes Mared’s nappy, he sings songs and maintains eye contact, while making sure Mared has privacy. He applies nappy barrier cream as instructed by Mared’s parents and he records the nappy change on her daily communication sheet.

As it’s Wednesday, Design to Smile dental nurse Debbie is coming to see the children. Sara has been following the Design to Smile programme with the children to support their independent toothbrushing. She gets the children’s toothbrushes and as Ben is today’s ‘helpwr heddiw’ he hands them out. The children then put the toothpaste on the brushes. Sara plays the toothbrushing song and supports Max – he has additional support needs and needs more direct support and supervision – to brush his teeth. Debbie joins in with the singing and later speaks to Sara about other ideas to encourage oral hygiene.

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| Workbook notes   1. Thinking about Gwyndaf changing Mared’s nappy, why is it important to support personal care routines that meet the children’s individual needs, while ensuring they are treated with dignity and respect? 2. How have Gwyndaf and Sara supported the care of the children’s teeth and skin? 3. Debbie attends the setting from Design to Smile. Where else could Gwyndaf and Sara access information, advice and support for the physical care of the children in their setting? 4. How can Gwyndaf and Sara work in ways that protect themselves from allegations and protect the children when supporting their physical care? |

# 2.7 Nutrition and hydration

What we eat and drink is vital to our health and well-being, how we look, feel and function. A diet that does not include the right balance of everything we need can lead to ill-health. Supporting children with their dietary needs should be carried out in a child-centred way. Their personal plan is an essential tool in providing this properly.

**Learning activity**

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| Workbook notes   1. Explain what is meant by the terms “nutrition” and “hydration”:  * nutrition * hydration  1. Why is a balanced diet important for the optimum health, development and growth of children? 2. The [Eat Well Guide](https://gov.wales/sites/default/files/publications/2019-02/eatwell-guide.pdf) provides the principles of a balanced diet. What are principles of a balanced diet and good hydration for children, as outlined by government guidelines? 3. Identify five factors that affect nutrition and hydration:   a)  b)  c)  d)  e) |

The Healthy and Sustainable Pre School Scheme aims to promote the health of pre-school aged children and their families/carers. The scheme reaches young children by working via the childcare organisations they attend and aims to encourage positive health behaviours in children from the very earliest age.

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| Workbook notes   1. Outline how the scheme supports nutrition and hydration, and encourages children to make healthy food choices. |

# 2.8 Administering medicine

Some of the children you support might use medication and require support to take it. Information about the support a child needs with their medication will be included in their personal plan. It is important you talk to your manager about what you can and cannot do to support with medication in your role and stage of training.

This should cover:

* your organisation’s policies and procedures for medication management and administration
* what training is required to support the administration of medication, if this forms part of your role.

Write a summary of your discussion in the space below to show your understanding.

Workbook notes

**Learning activity**

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| Workbook notes   1. Outline the legislation and national guidance that relates to the administration of medication. 2. Explain the link between misadministration of medication and safeguarding. 3. Why is it important to record information about medication administration? |

# 2.9 Policies and procedures

If you are already working for an organisation, your employer will have some policies and procedures that are relevant to this section. Make a list of these in the space below.

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| Workbook notes |

# 2.10 Practice placement reflection

Talk to a manager in your work placement about how you have put the health and well-being, learning, development and play into practice. Write a short reflective account and ask the manager to record a summary in the space below.

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| Workbook notes  Manager feedback |

If evidence from the workbook is being used towards the qualification, use the space below to record any discussions between you and your qualifications assessor.

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| Qualification assessor discussion notes |

**If evidence from the workbook is being used towards the qualification, the assessor must complete the declaration below.**

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| **Worker declaration**  I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.  Worker signature  Date  **Manager declaration**  I confirm that the worker has achieved all the requirements of the workbook with the evidence submitted.  Manager signature  Date  **Qualification assessor declaration**  I confirm that the learner has achieved all the requirements of the workbook with the evidence submitted. Assessment was conducted under the specified conditions and is valid, authentic, reliable, current and sufficient.  Qualification assessor signature  Date |